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IDENTIFIERS	College of the Canyons CA

ABSTRACT

This is the first edition of the College of the Canyon's (California) Institutional Effectiveness Report, which is modeled after the statewide report prepared by the Chancellor's Office. The college is measuring 60 effectiveness indicators in four mission areas: student access, student success, staff composition, and fiscal condition. A brief introduction addresses the following five questions: What is institutional effectiveness? Why must we evaluate it? What are community colleges measuring? What is College of the Canyons measuring? What are the challenges ahead? The remainder of the report presents the definition, use, analysis, and planning impact of each of the 60 indicators, divided into the 4 mission areas. Student access indicators include: external impacts on enrollment; fall and spring enrollments (1993-1997); enrollments by gender, race/ethnicity, age groups, level of education, and citizenship status; financial aid programs; and disabled student programs and services. Student success indicators include: ESL and Basic Skills completion by race/ethnicity and gender; certificates awarded by race/ethnicity, gender, and by program type; course enrollments; degrees awarded; and course completion rates. Staff composition indicators include gender and race/ethnicity of all faculty, administrators, classified staff, and other employees. Fiscal condition indicators (for 1994-95 to 1998-99) include: general fund revenue sources; unrestricted general fund expenditures; reserve level; and salaries and benefits. (CAK)

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ED 460 703

COLLEGE OF THE CANYONS

Santa Clarita Community College District
Office of Institutional Development

Institutional Effectiveness Report

26455 Rockwell Canyon Raod
Santa Clarita, CA 91355
(661) 259-7800

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Presentation to Management Advisory Council -- May 1999

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College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

Welcome to College of the Canyons' Institutional Effectiveness Report

This is the first edition of the college's Institutional Effectiveness Report. We have tried to include data that would be useful to decision-makers with campus-wide concerns as well as information for managers and administrators concerned about the operation of an individual department.

We have prepared this hardcopy report for distribution and have also placed the information on the college's web page: http://www.coc.cc.ca.us/offices/inst_dev/ierweb/iertoc.htm. Below each link, you will find a version of the indicator report in MS Word97 format. You may download the documents, print them as is, or open the documents and cut and paste the graphs, text, and tables into your own documents.

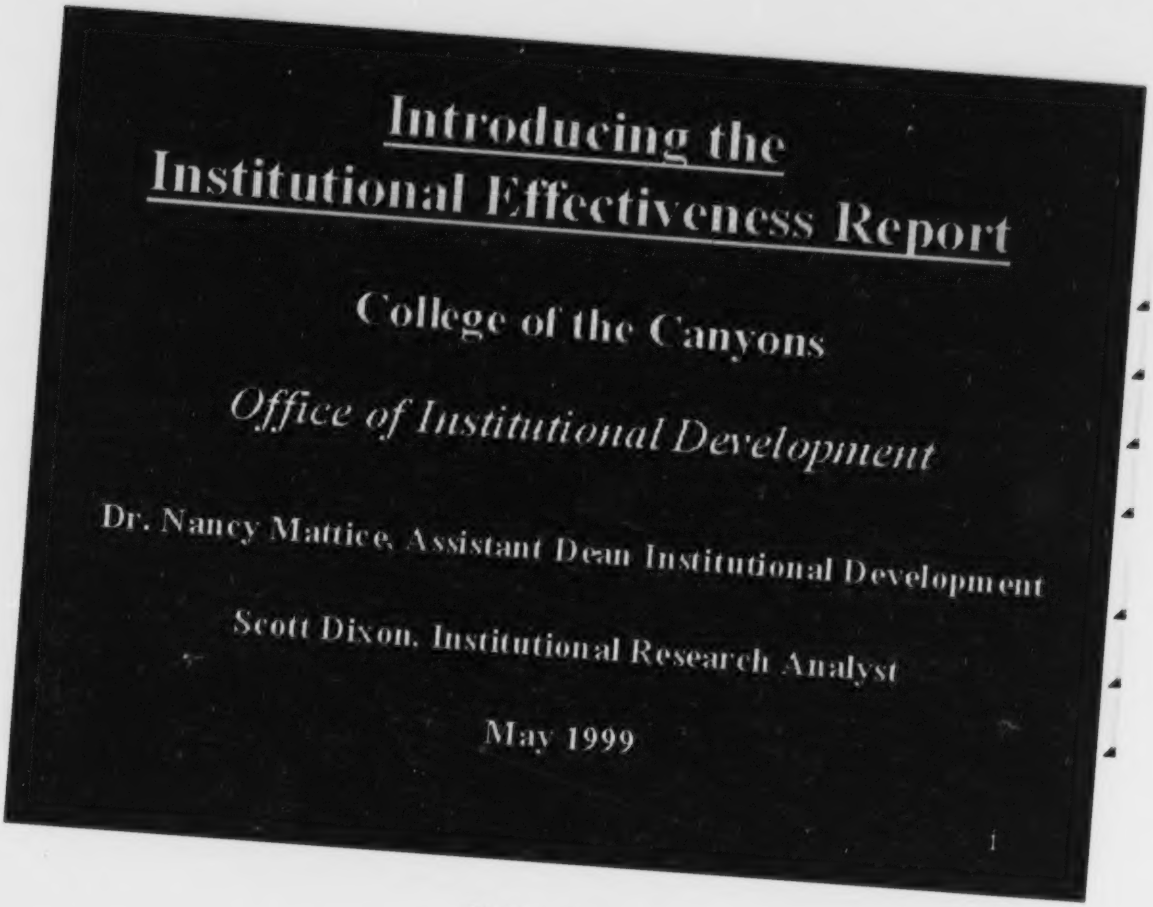
This report is modeled after the statewide report prepared by the Accountability Unit of the Policy Analysis and Development Division of the Chancellor's Office entitled:

The Effectiveness of California Community Colleges on Selected Performance Measures (October 1997).

The report is prepared annually in response to AB1725 which requests that the Chancellor's Office produce a published report of community college accountability covering the areas of: student access, student success, student satisfaction, staff composition and fiscal accountability. Individual community colleges have been encouraged to replicate the report to help identify educational and fiscal strengths and weaknesses.

We would like to take this opportunity to thank the staff of the Computer Center, especially Ken Stevens and Alex Fors, for their support and assistance in supplying many of the data files needed to create this volume. e are most grateful to them.

P. Scott Dixon, M.A.	Nancy J. Mattice, Ph.D.
Institutional Research Analyst	Assistant Dean, Institutional De



Introducing the Institutional Effectiveness Report

College of the Canyons

Office of Institutional Development

Dr. Nancy Mattice, Assistant Dean Institutional Development

Scott Dixon, Institutional Research Analyst

May 1999

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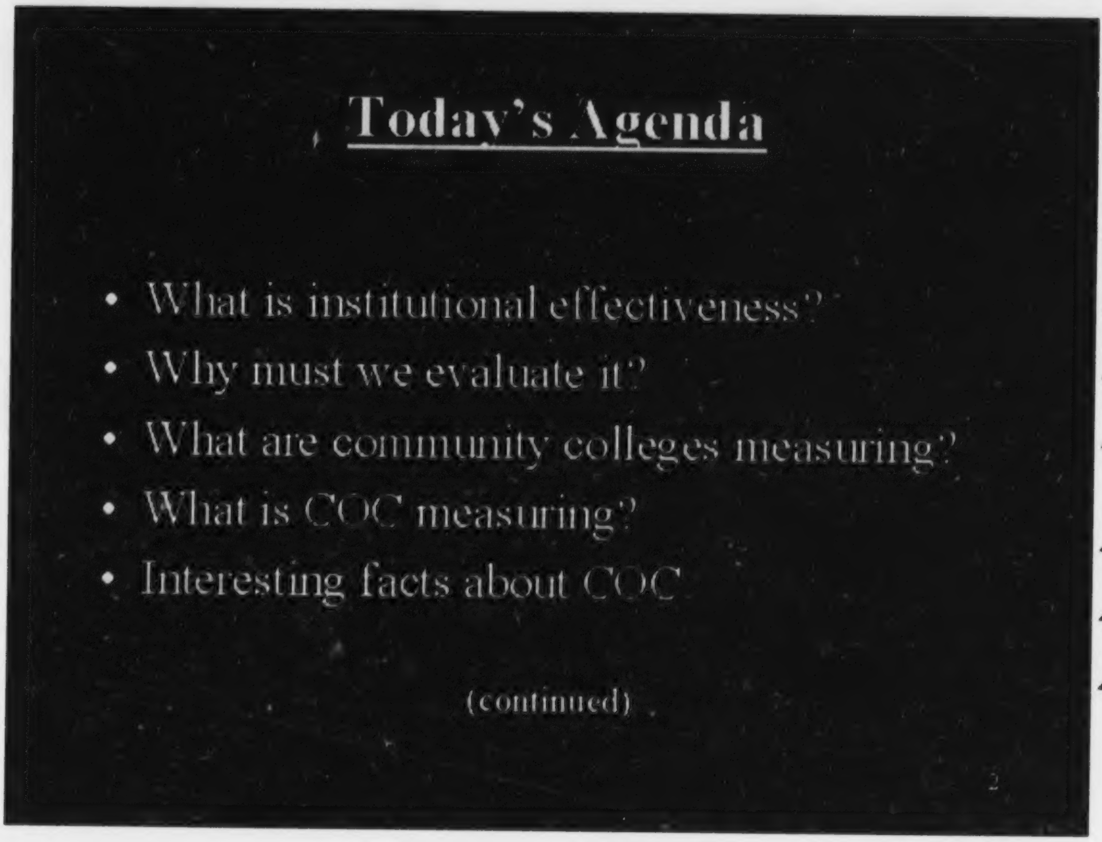

Today's Agenda

- What is institutional effectiveness?
- Why must we evaluate it?
- What are community colleges measuring?
- What is COC measuring?
- Interesting facts about COC

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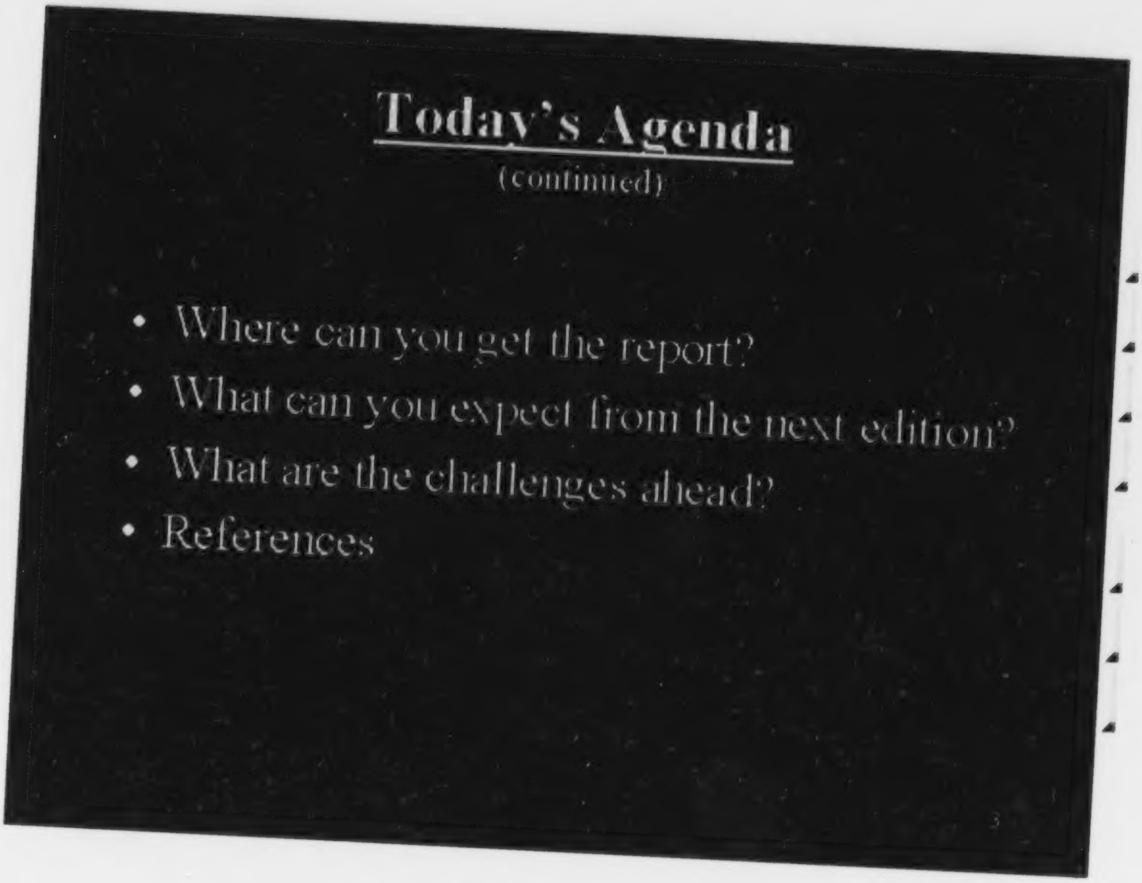

Today's Agenda

(continued)

- Where can you get the report?
- What can you expect from the next edition?
- What are the challenges ahead?
- References

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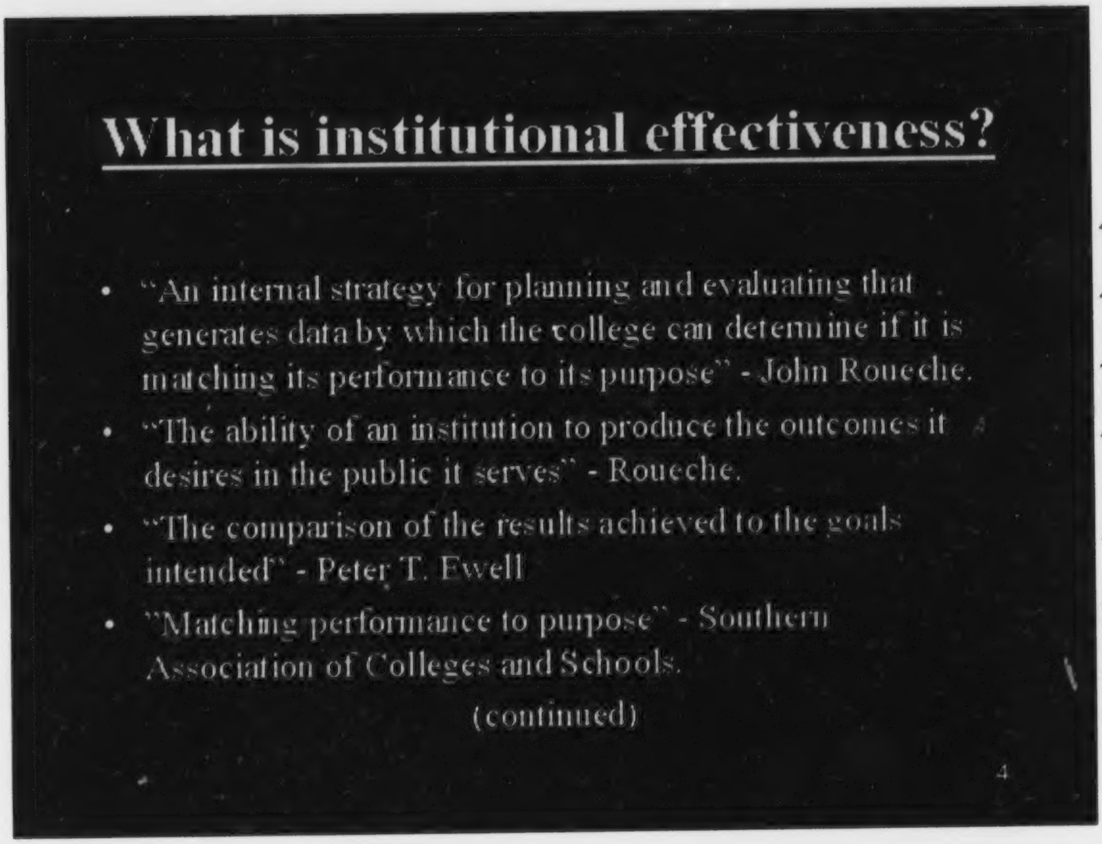

What is institutional effectiveness?

- "An internal strategy for planning and evaluating that generates data by which the college can determine if it is matching its performance to its purpose" - John Roueche.
- "The ability of an institution to produce the outcomes it desires in the public it serves" - Roueche.
- "The comparison of the results achieved to the goals intended" - Peter T. Ewell
- "Matching performance to purpose" - Southern Association of Colleges and Schools.

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What is institutional effectiveness?

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The National Alliance of Community and Technical Colleges emphasized measurable indicators to assess and refine the goals of the institution.

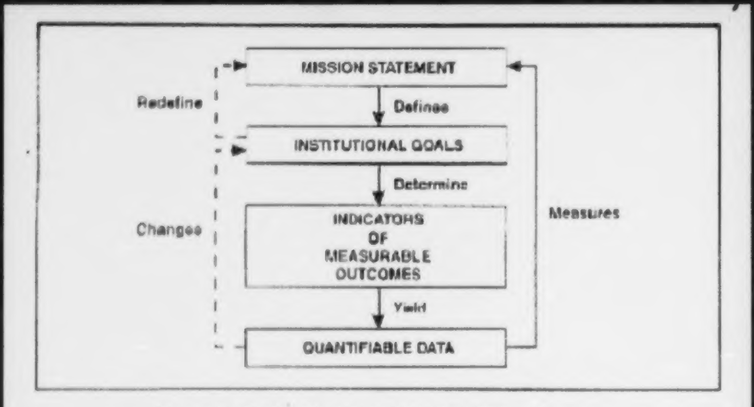

Figure 1: NACTC Model of Institutional Effectiveness

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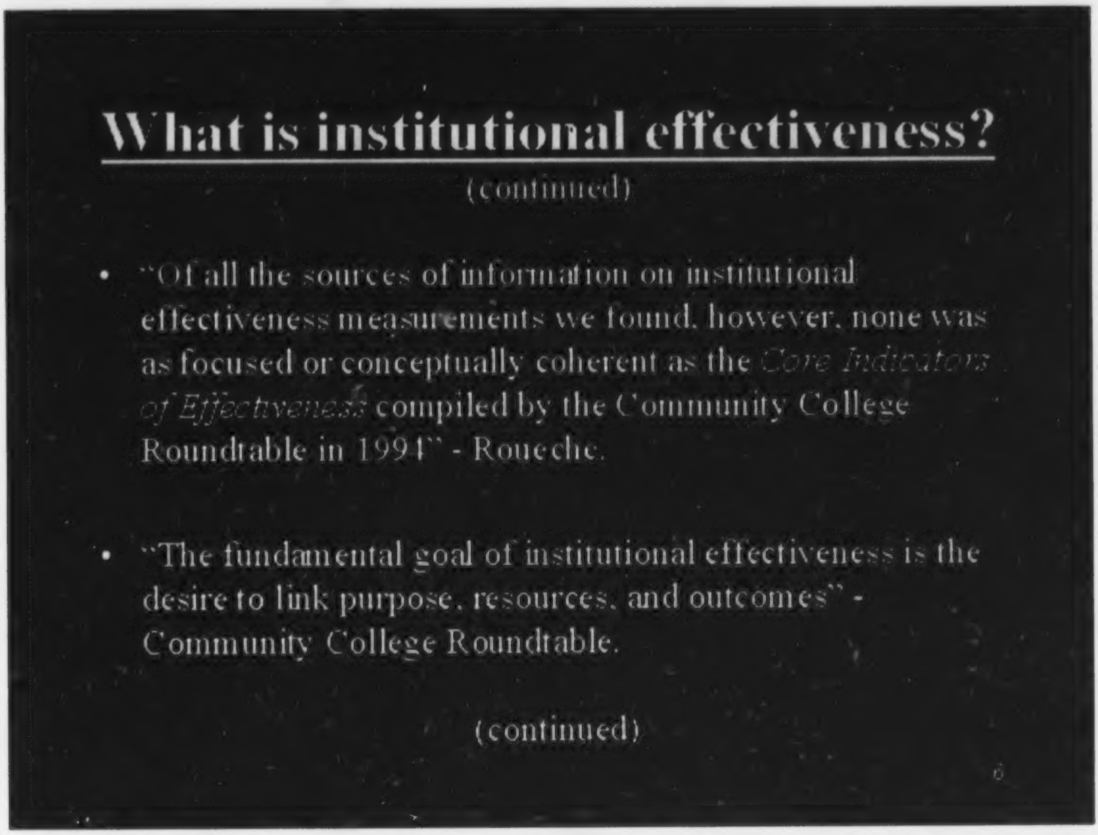

What is institutional effectiveness?

(continued)

- "Of all the sources of information on institutional effectiveness measurements we found, however, none was as focused or conceptually coherent as the *Core Indicators of Effectiveness* compiled by the Community College Roundtable in 1994" - Roueche.
- "The fundamental goal of institutional effectiveness is the desire to link purpose, resources, and outcomes" - Community College Roundtable.

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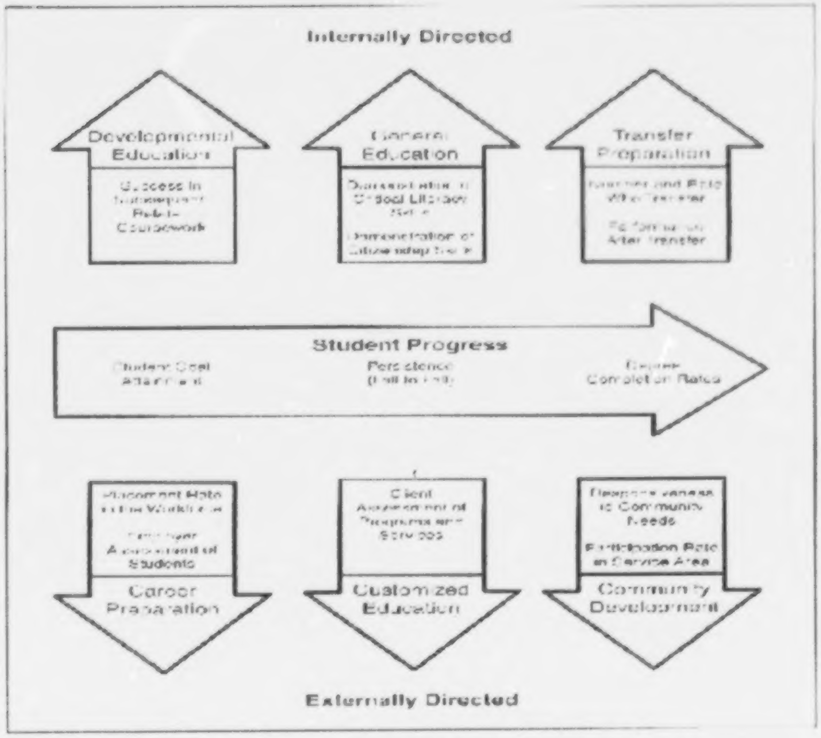

Internally Directed

Developmental Education
Success in Subsequent Related Coursework

General Education
Demonstration of Critical Literacy Skills
Demonstration of Citizenship Skills

Transfer Preparation
Number and Rate Who Transfer
Performance After Transfer

Student Progress
Student Goal Attainment
Persistence (Fall to Fall)
Degree Completion Rates

Placement Rate in the Workforce
Employer Assessment of Students
Career Preparation

Client Assessment of Programs and Services
Customized Education

Responsiveness to Community Needs
Participation Rate in Service Area
Community Development

Externally Directed

Figure 3: Core Indicators of Institutional Effectiveness

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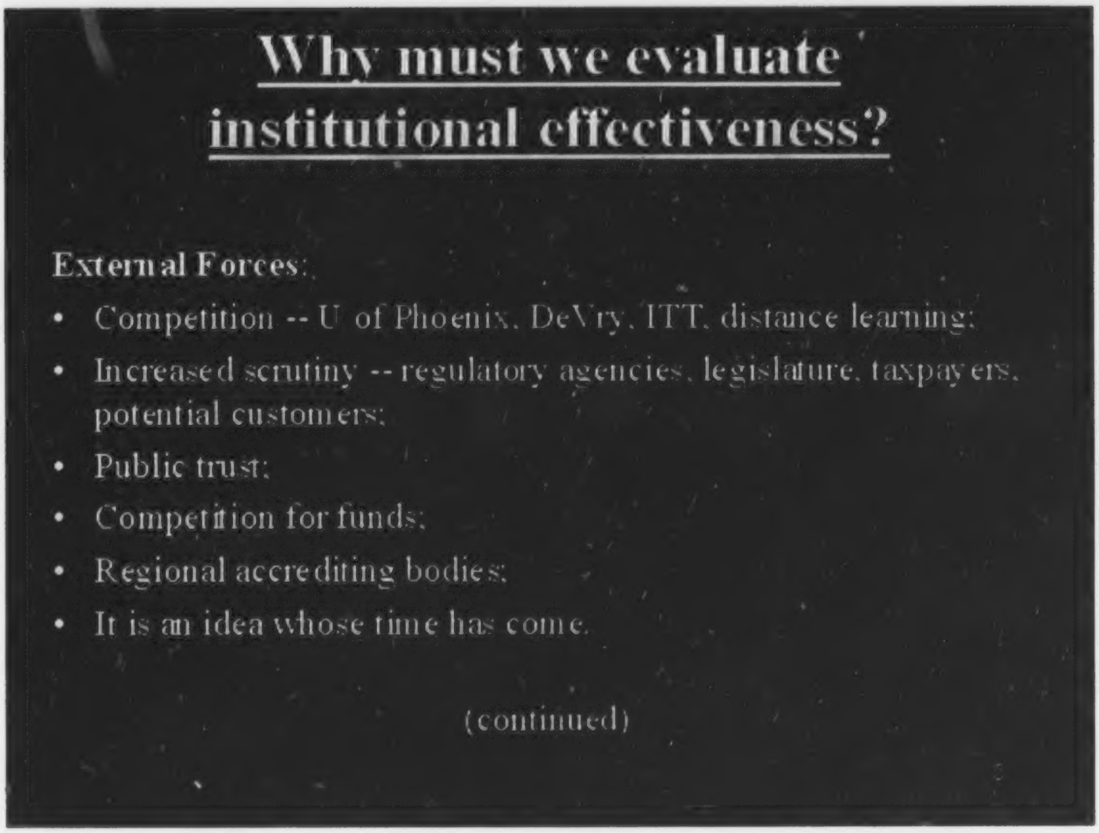

Why must we evaluate institutional effectiveness?

External Forces:

- Competition -- U of Phoenix, DeVry, ITT, distance learning;
- Increased scrutiny -- regulatory agencies, legislature, taxpayers, potential customers;
- Public trust;
- Competition for funds;
- Regional accrediting bodies;
- It is an idea whose time has come.

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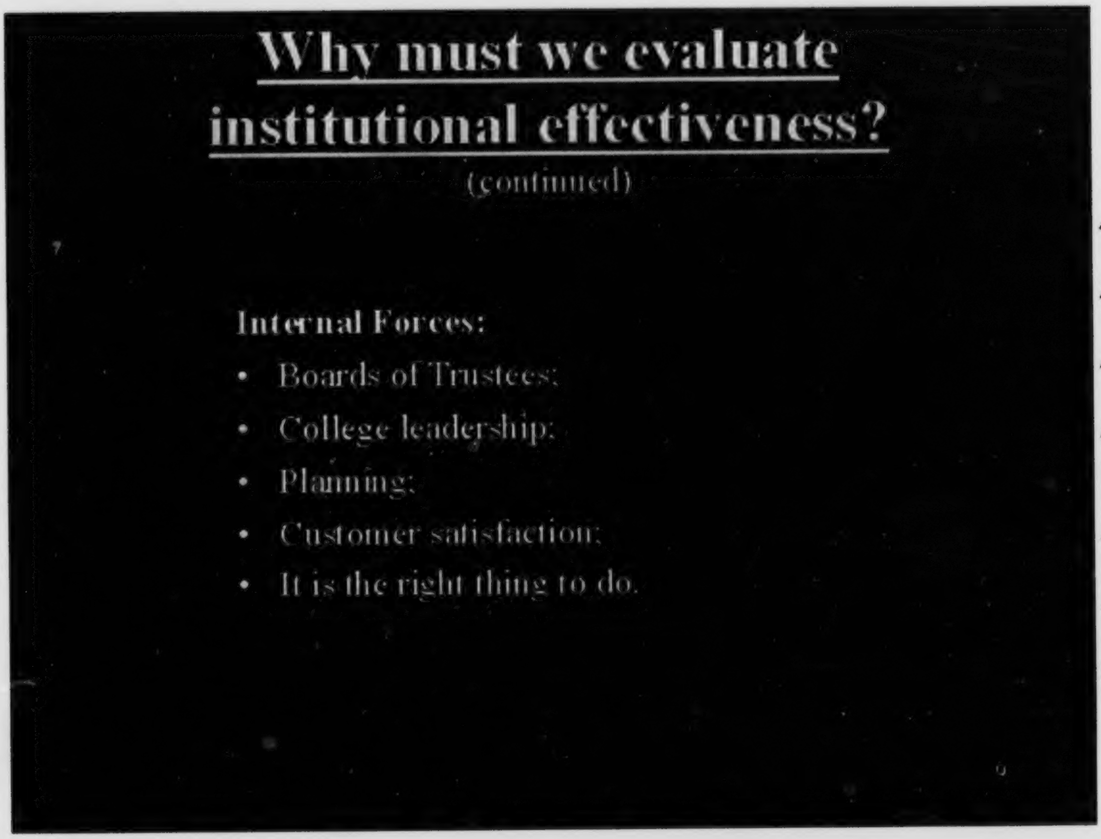

Why must we evaluate institutional effectiveness?

(continued)

Internal Forces:

- Boards of Trustees;
- College leadership;
- Planning;
- Customer satisfaction;
- It is the right thing to do.

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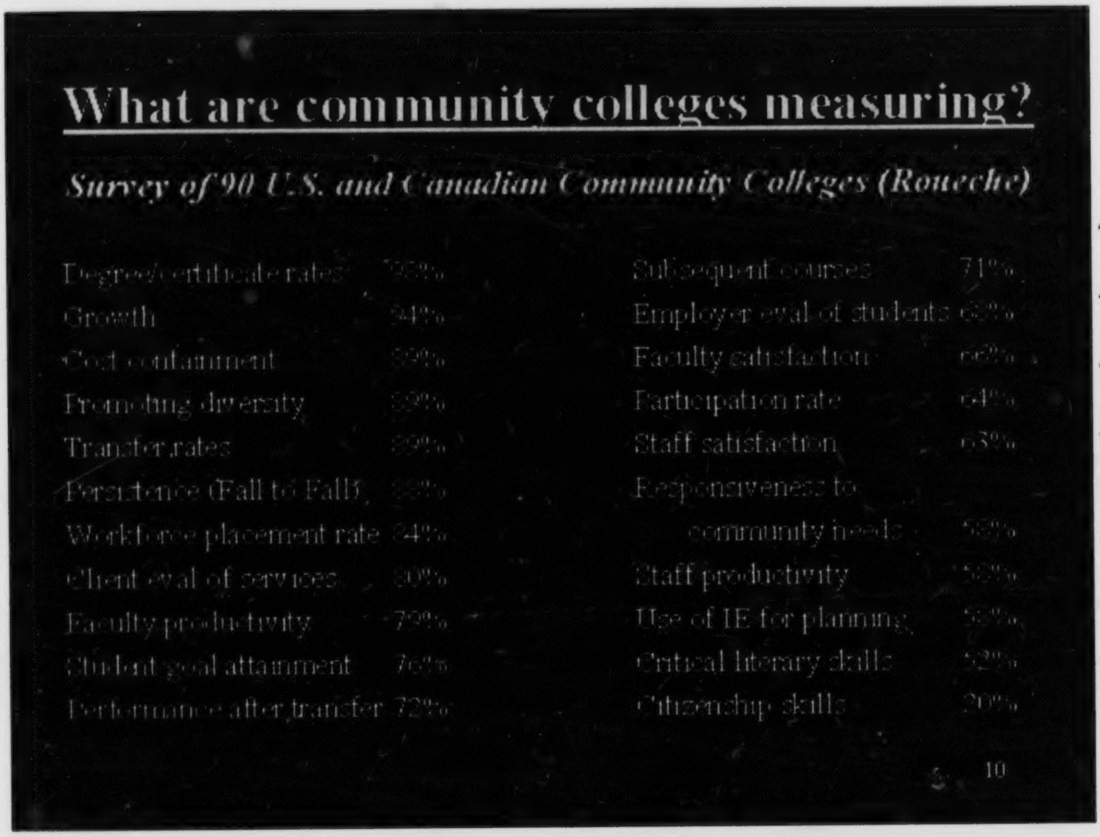

What are community colleges measuring?

Survey of 90 U.S. and Canadian Community Colleges (Roueche)

Degree/certificate rates	95%	Subsequent courses	71%
Growth	94%	Employer eval of students	68%
Cost containment	92%	Faculty satisfaction	66%
Promoting diversity	89%	Participation rate	64%
Transfer rates	89%	Staff satisfaction	63%
Persistence (Fall to Fall)	88%	Responsiveness to community needs	58%
Workforce placement rate	84%	Staff productivity	58%
Client eval of services	80%	Use of IE for planning	55%
Faculty productivity	79%	Critical literary skills	52%
Student goal attainment	76%	Citizenship skills	20%
Performance after transfer	72%		

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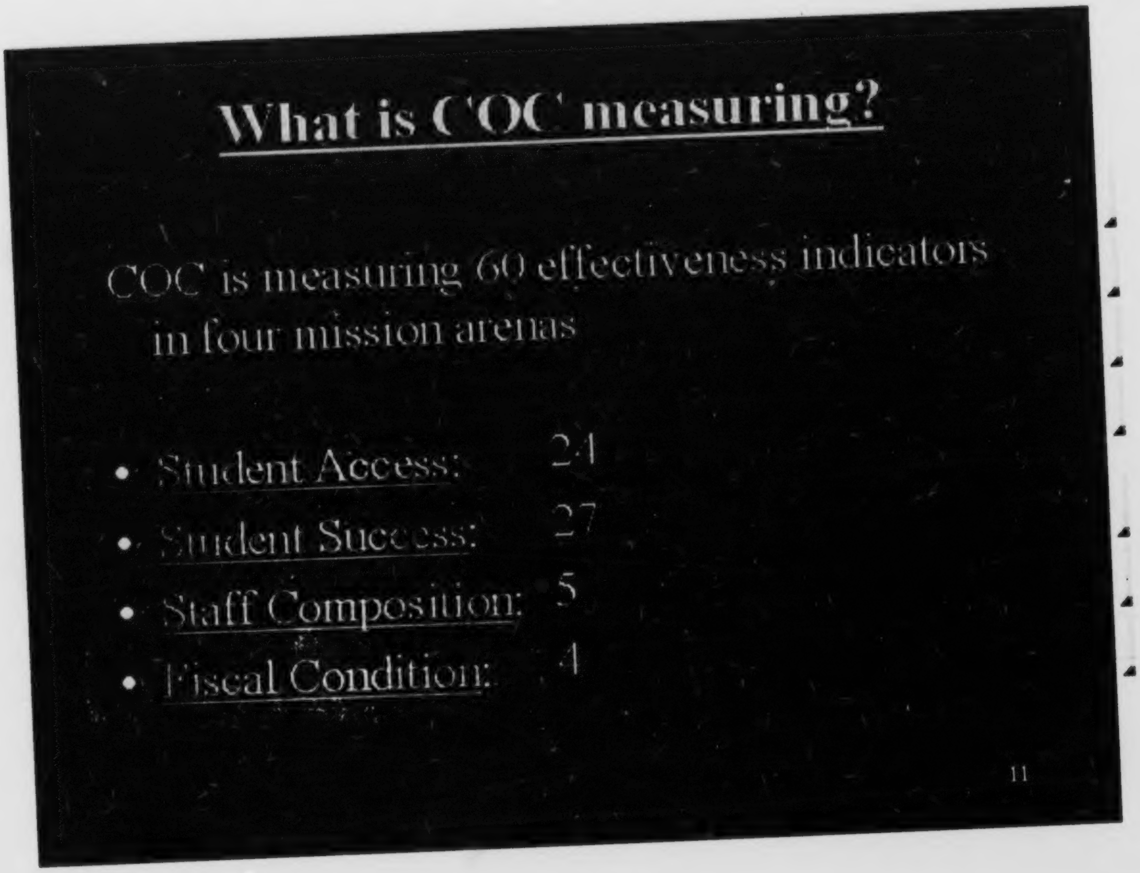

What is COC measuring?

COC is measuring 60 effectiveness indicators in four mission arenas

- Student Access: 24
- Student Success: 27
- Staff Composition: 5
- Fiscal Condition: 4

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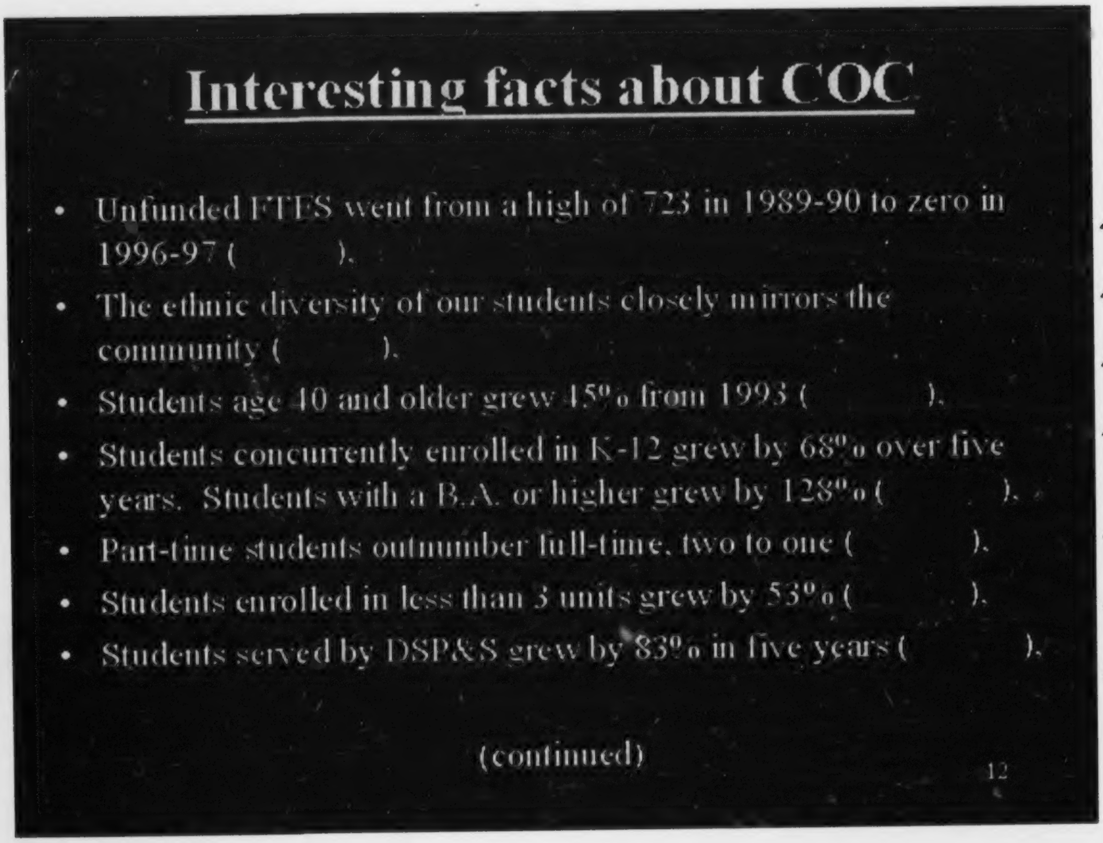

Interesting facts about COC

- Unfunded FTES went from a high of 723 in 1989-90 to zero in 1996-97 (   ).
- The ethnic diversity of our students closely mirrors the community (   ).
- Students age 40 and older grew 45% from 1993 (   ).
- Students concurrently enrolled in K-12 grew by 68% over five years. Students with a B.A. or higher grew by 128% (   ).
- Part-time students outnumber full-time, two to one (   ).
- Students enrolled in less than 3 units grew by 53% (   ).
- Students served by DSP&S grew by 83% in five years (   ).

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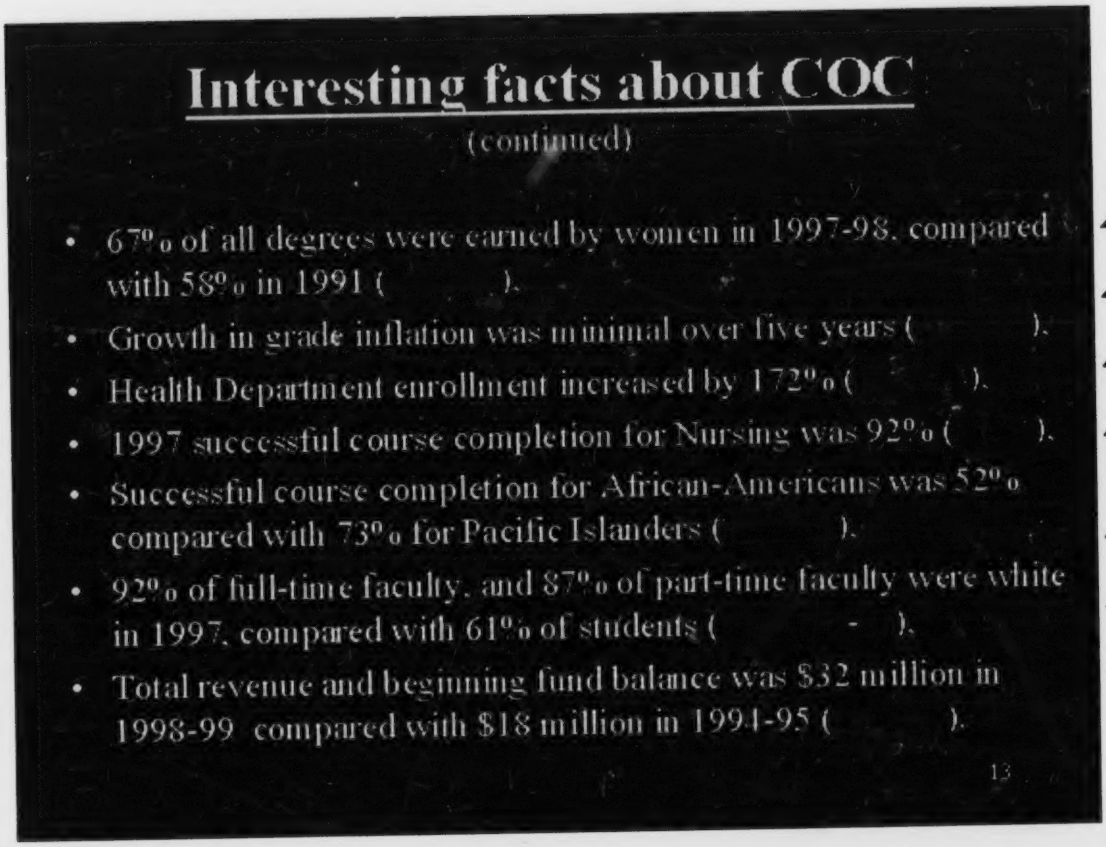

Interesting facts about COC

(continued)

- 67% of all degrees were earned by women in 1997-98, compared with 58% in 1991 ( ).
- Growth in grade inflation was minimal over five years ( ).
- Health Department enrollment increased by 172% ( ).
- 1997 successful course completion for Nursing was 92% ( ).
- Successful course completion for African-Americans was 52% compared with 73% for Pacific Islanders ( ).
- 92% of full-time faculty, and 87% of part-time faculty were white in 1997, compared with 61% of students (-).
- Total revenue and beginning fund balance was $32 million in 1998-99 compared with $18 million in 1994-95 ( ).

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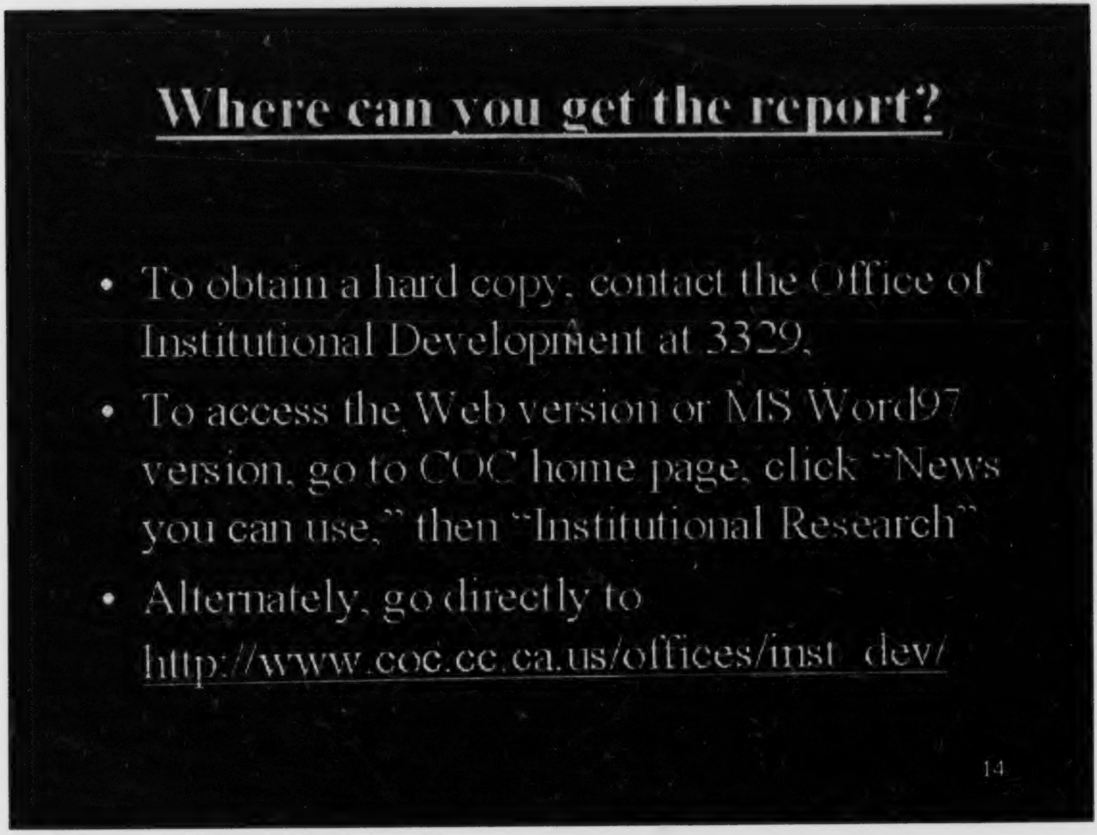

Where can you get the report?

- To obtain a hard copy, contact the Office of Institutional Development at 3329.
- To access the Web version or MS Word97 version, go to COC home page, click "News you can use," then "Institutional Research"
- Alternately, go directly to http://www.coc.cc.ca.us/offices/inst_dev/

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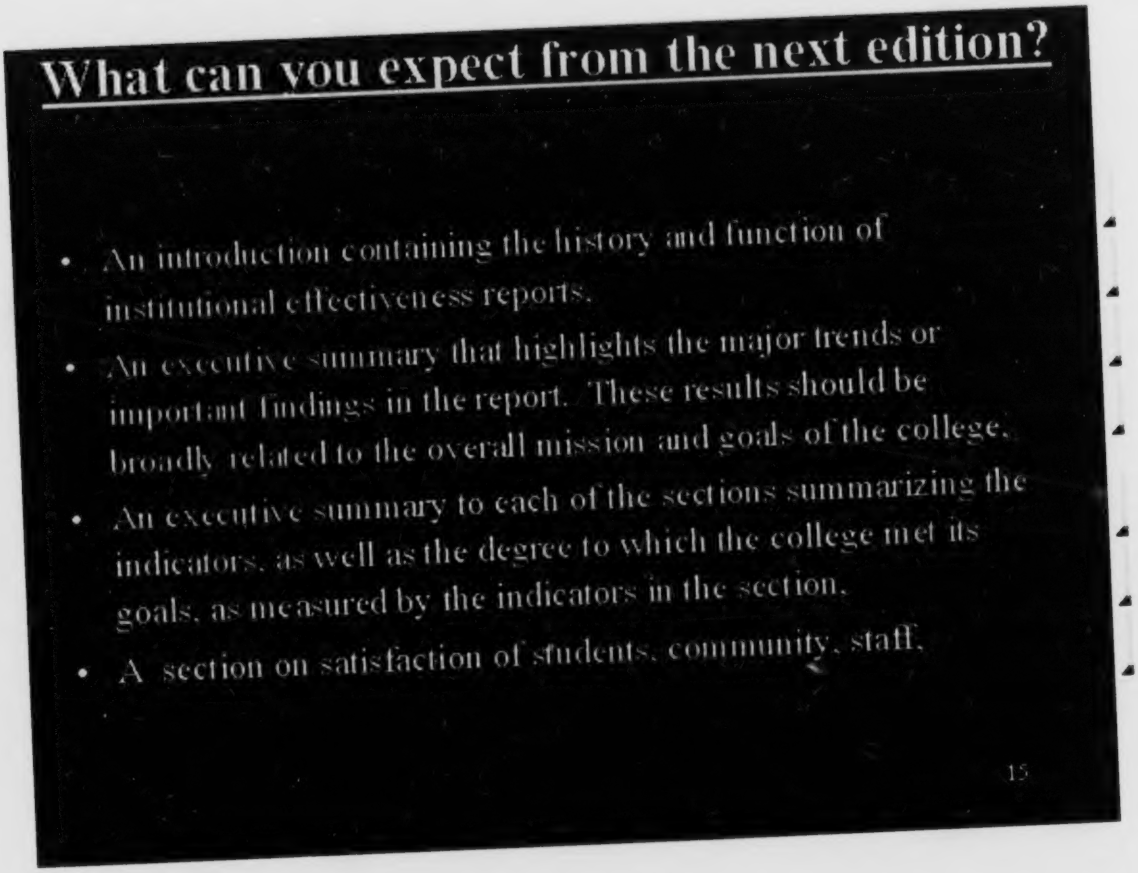

What can you expect from the next edition?

- An introduction containing the history and function of institutional effectiveness reports.
- An executive summary that highlights the major trends or important findings in the report. These results should be broadly related to the overall mission and goals of the college.
- An executive summary to each of the sections summarizing the indicators, as well as the degree to which the college met its goals, as measured by the indicators in the section.
- A section on satisfaction of students, community, staff.

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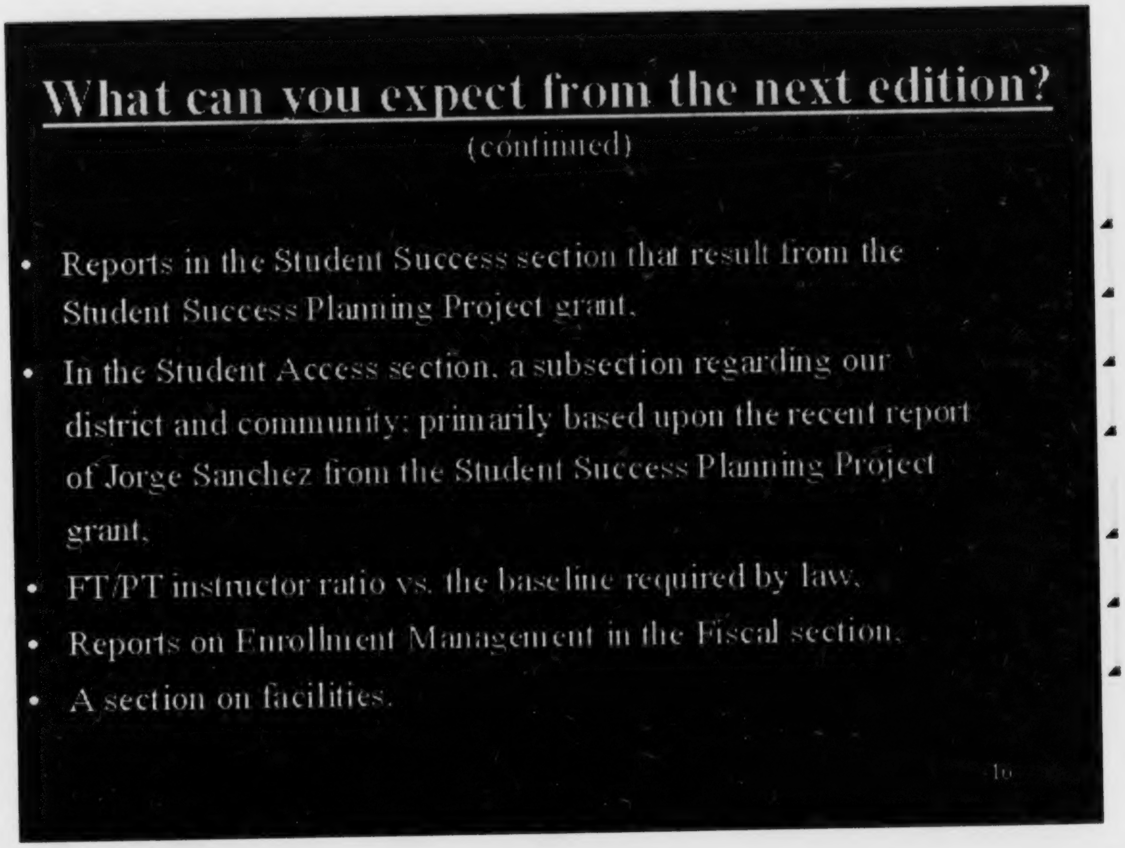

What can you expect from the next edition?

(continued)

- Reports in the Student Success section that result from the Student Success Planning Project grant.
- In the Student Access section, a subsection regarding our district and community; primarily based upon the recent report of Jorge Sanchez from the Student Success Planning Project grant.
- FT/PT instructor ratio vs. the baseline required by law.
- Reports on Enrollment Management in the Fiscal section.
- A section on facilities.

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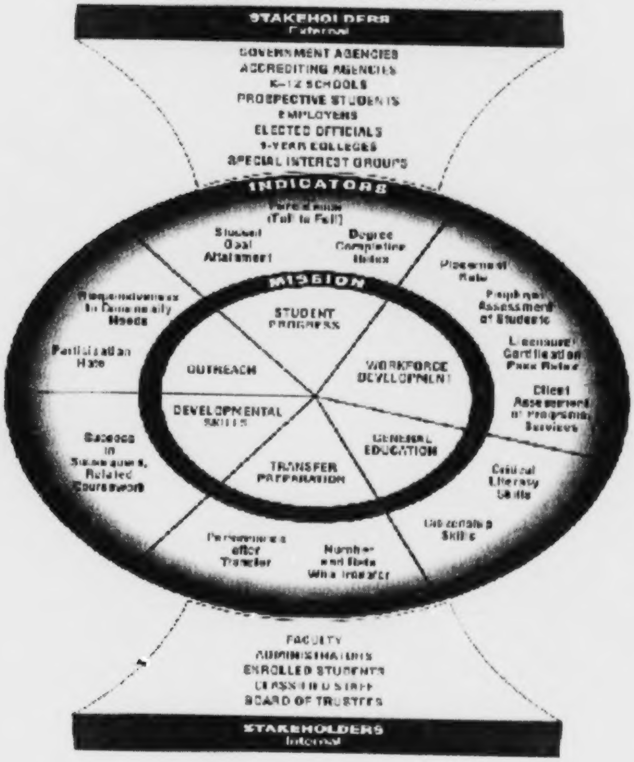
Figure 3.1
Comprehensive Effectiveness Model



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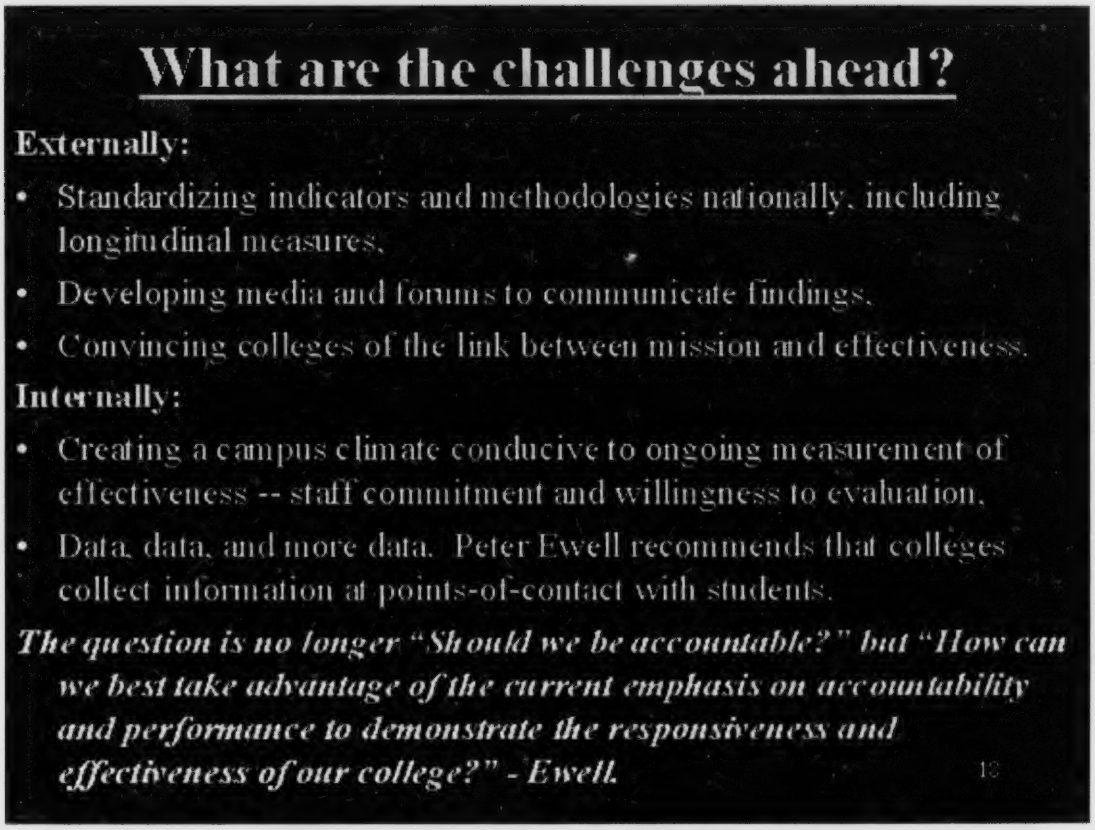

What are the challenges ahead?

Externally:

- Standardizing indicators and methodologies nationally, including longitudinal measures.
- Developing media and forums to communicate findings.
- Convincing colleges of the link between mission and effectiveness.

Internally:

- Creating a campus climate conducive to ongoing measurement of effectiveness -- staff commitment and willingness to evaluation.
- Data, data, and more data. Peter Ewell recommends that colleges collect information at points-of-contact with students.

The question is no longer "Should we be accountable?" but "How can we best take advantage of the current emphasis on accountability and performance to demonstrate the responsiveness and effectiveness of our college?" - Ewell.

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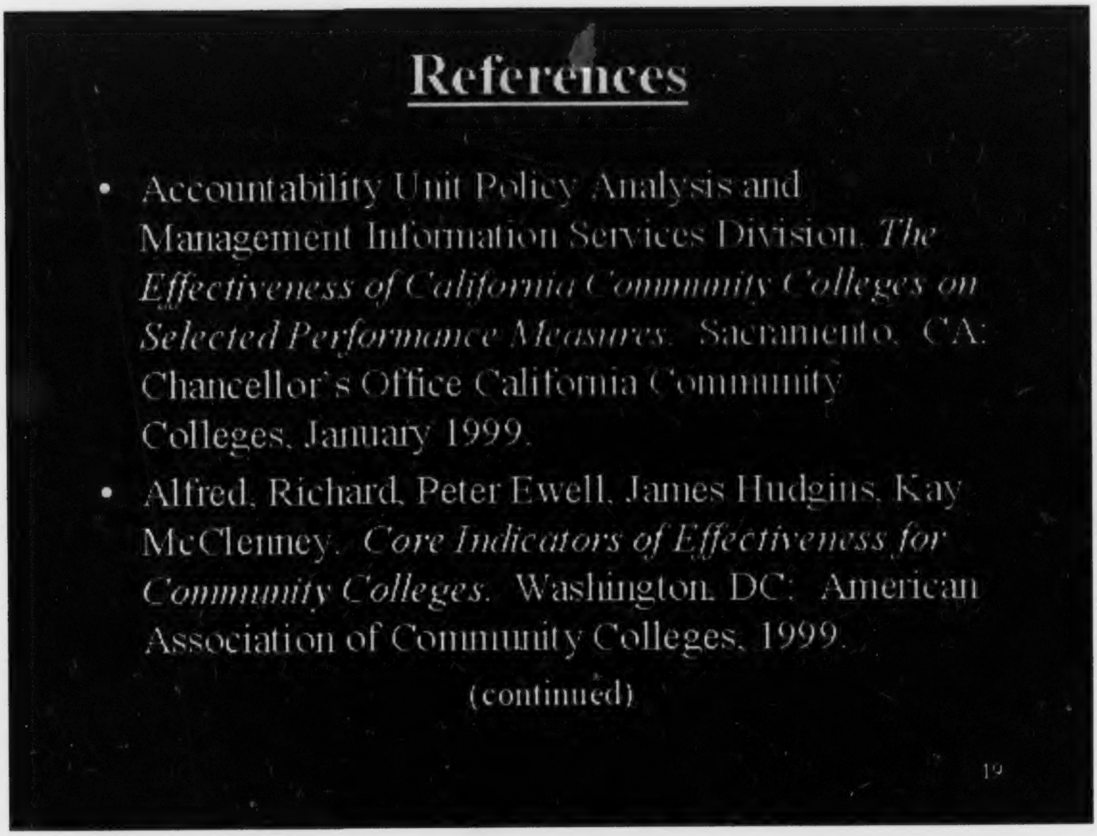

References

- Accountability Unit Policy Analysis and Management Information Services Division. *The Effectiveness of California Community Colleges on Selected Performance Measures.* Sacramento, CA: Chancellor's Office California Community Colleges, January 1999.
- Alfred, Richard, Peter Ewell, James Hudgins, Kay McClenney. *Core Indicators of Effectiveness for Community Colleges.* Washington, DC: American Association of Community Colleges, 1999.

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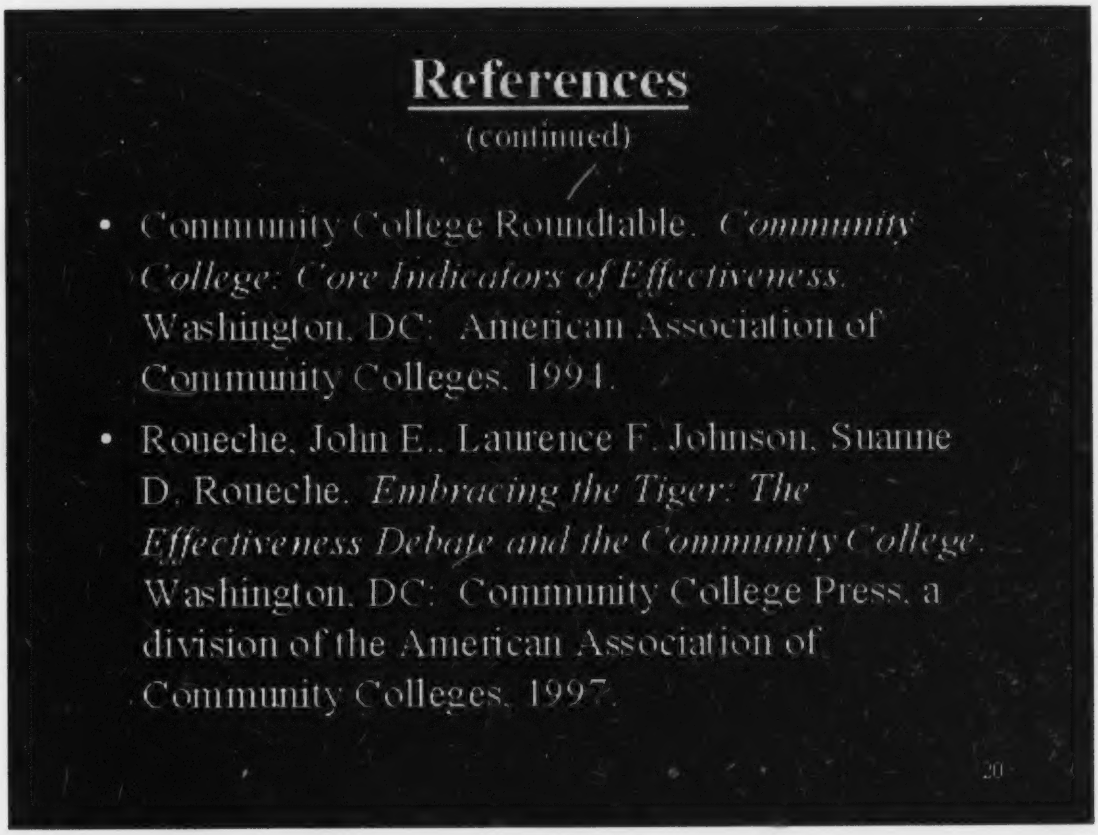

References

(continued)

- Community College Roundtable. *Community College: Core Indicators of Effectiveness.* Washington, DC: American Association of Community Colleges, 1994.
- Roueche, John E., Laurence F. Johnson, Suanne D. Roueche. *Embracing the Tiger: The Effectiveness Debate and the Community College.* Washington, DC: Community College Press, a division of the American Association of Community Colleges, 1997.

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COLLEGE OF THE CANYONS

Office of Institutional Development

Institutional Effectiveness Report

Part I: Student Access Indicators

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Disabled Student Programs and Services

Extended Opportunity Programs and Services

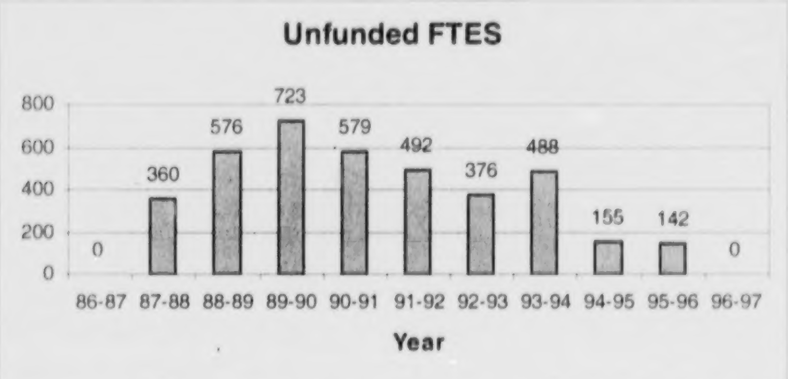
External Impacts on Enrollment

Enrollment at College of the Canyons is the end result of both external and internal forces. The external forces are largely outside of the college's control. This introductory section gives a brief history of the external variables that have impacted the enrollment patterns seen in the following reports. The factors discussed include (1) insufficient growth in state funding allotments which prompted the college to develop an Enrollment Management Plan; (2) a differential fee of $50 per unit imposed on students with a baccalaureate degree or higher; and (3) the Northridge earthquake.

(1) Enrollment Management

The state of California (Department of Finance) funds the college based largely on factors related to full-time equivalent students (FTES). However, the state only allocates funds up to a cap, or limit, beyond which it will not fund additional FTES generated. There were several years during which the college did not receive adequate allowances for growth in the number of students who desired to attend the college. Although the dollars that were received were at a fixed rate, the growth in the Santa Clarita Valley was not.

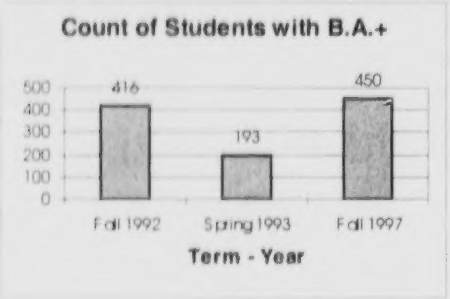
Unfortunately, when the college served unfunded FTES it diluted the resources available to all students. This resulted in inflated class size, increased load on faculty staff and facilities, deferred maintenance, and depleted reserves. Due to inadequate funding, the college chose to take the steps necessary to check continued expansion. In order to "be fiscally responsible and to protect the quality of instruction and services in our district" an Enrollment Management Plan was instigated in Spring 1991. These steps included limiting the number of new course sections offered, limiting class sizes, enforcing class size limits on instructors, increasing the number of part-time faculty rather than adding full-time faculty, and implementing stricter student registration and probation policies.

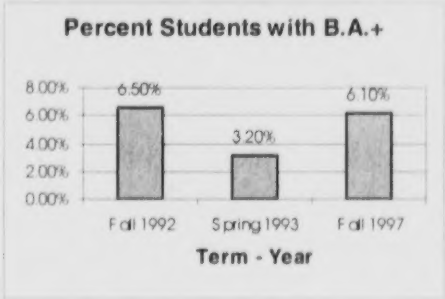


The results of the Enrollment Management Plan can be seen in the graph above. Unfunded FTES dropped from a high of 723 in 1989-90 to zero in 1996-97.

(2) Differential Fee for Students with Bachelor's Degrees

Beginning in Spring 1993, the state of California imposed a $50 differential fee on students with baccalaureate degrees or higher who attended community college. The impact on enrollment was immediate, as indicated by the following graphs.


Count of Students with B.A.+


Percent Students with B.A.+

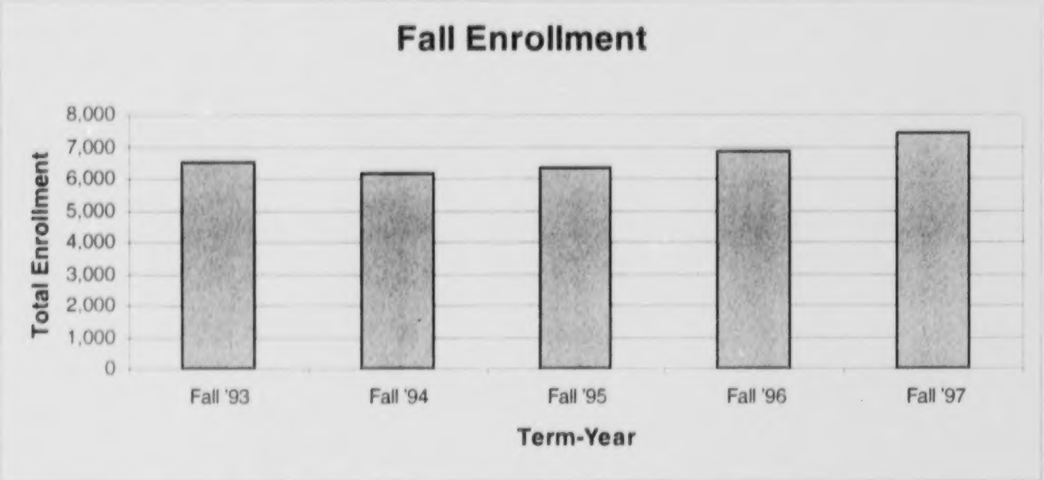
The percentage of students holding baccalaureate degrees or higher in Spring 1993 was one-half that of the previous semester. This represented a reduction of 223 in enrollment the first semester after the fee increase. The differential fee policy was sunsetted December 31, 1995. Last semester, the percentage of students with baccalaureate degrees or higher had climbed to 6.1 percent of the total enrollment, near the rate experienced before the differential fee increase.

(3) The Northridge Earthquake

On January 17, 1994, the Northridge earthquake caused major damage to the college, as well as to the freeways and surface streets leading into the Santa Clarita Valley. Campus buildings were out of order until inspections and repairs were made. Also, travel to the college was difficult and time-consuming. A study on enrollment found 11.0 percent (700) fewer students enrolled in Spring 1994 compared to Spring 1993. It was estimated that total enrollment was negatively impacted for at least 18 months after the earthquake.

Sources:

- Mattice, Nancy. *Students with Baccalaureate Degrees.* January 1993
- Mattice, Nancy. *Pre - and Post Earthquake Enrollment by Geographic Area.* May 1995.
- Simmons, Helen of the Fiscal Services Unit of the Chancellor's Office.
- Van Hook, Dianne *Enrollment Management.* A memo to College Council. February 1991.



Term-Year	Fall Enrollment	Annual Percentage Change	Cumulative Percentage Change
Fall '93	6,486	--	--
Fall '94	6,157	-5.1	-5.1
Fall '95	6,340	3.0	-2.3
Fall '96	6,882	8.5	6.1
Fall '97	7,430	8.0	14.6

Definition of Measure: Total enrollment represents the full-term headcount of all students who completed at least 0.5 unit or at least eight positive attendance hours.

Uses of Measure: This measure shows the overall level of student participation.

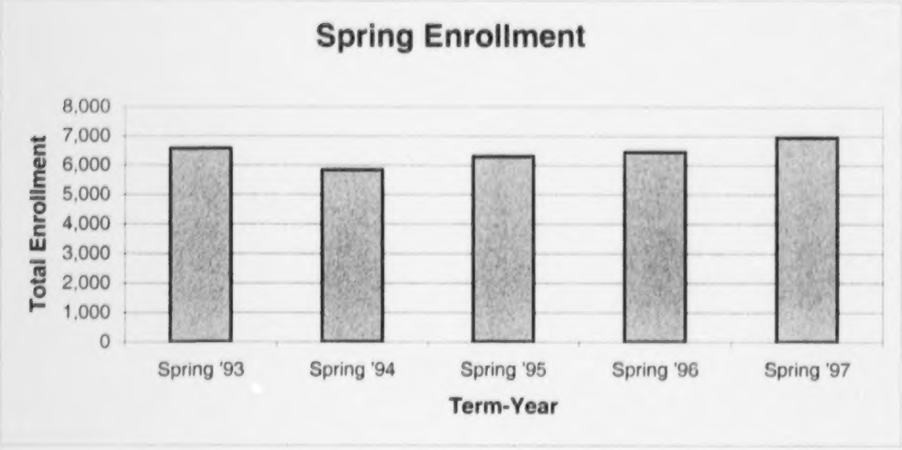
Analysis: The decrease in enrollment from Fall 1993 to Fall 1994 was the result of (1) the differential fee of $50 per unit imposed on students already holding a baccalaureate degree; (2) the Northridge earthquake of January 1994; and (3) a reduction in state funding resulting in a downsized system, which reduced the number of course sections offered. Beginning in 1995 enrollment increased, largely as a result of new programs, but is also attributed to earthquake recovery, and the drop of the baccalaureate differential fee. In 1996 enrollment was 14.6% above the pre-earthquake and fee increase level of Fall 1993.

Enrollment at College of the Canyons is growing much faster than the California Community College system as a whole, which increased by only 4.4 percent between Fall 1993 and Fall 1997.

Planning Impact: To cope with unfunded FTES, the college enacted an Enrollment Management Plan from 1993 through 1994. As state funding increases, the college will be able to serve increasing demand from local and commuting students. Planning should center around restoring deferred improvements, bringing student services back to normal levels, and forecasting future programs in a changing market.

Sources:

- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison*. Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.



Term-Year	Spring Enrollment	Annual Percentage Change	Cumulative Percentage Change
Spring '93	6,571	--	--
Spring '94	5,839	-11.1%	-11.1%
Spring '95	6,310	8.1%	-4.0%
Spring '96	6,451	2.2%	-1.8%
Spring '97	6,950	7.7%	5.8%

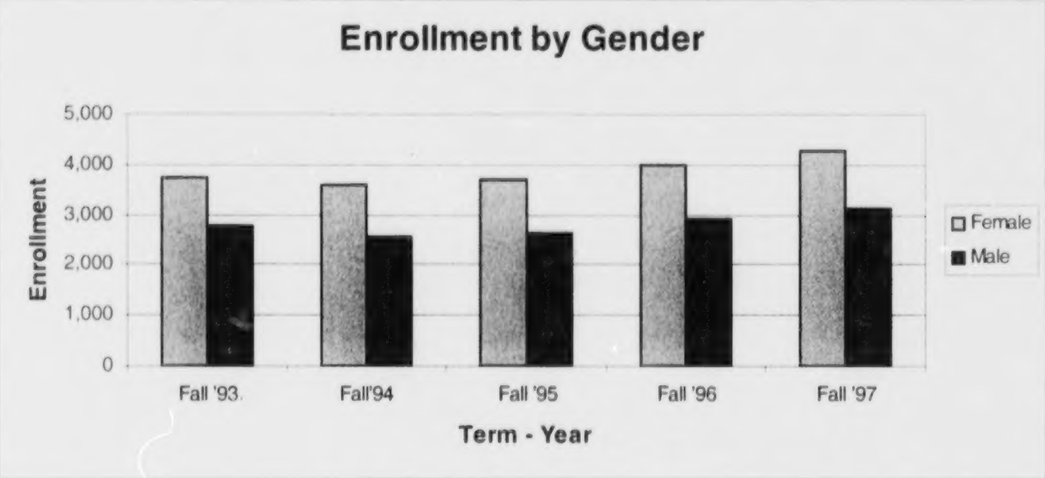
Definition of Measure: Total Spring enrollment represents the full-term headcount of all students who completed at least 0.5 unit or eight positive attendance hours

Uses of Measure: This measure shows the overall level of student participation.

Analysis: The Northridge earthquake of January 1994, as well as reduced state funding, had a strong negative impact on enrollment, resulting in an 11.1 percent drop from Spring 1993. Since then, Spring semesters have reversed the trend, posting increases over the previous Spring. Factors that increased Fall enrollment have also resulted in increases in Spring enrollments. Spring 1997 enrollment was 5.8 percent above the pre-earthquake enrollment of Spring 1993.

Planning Impact: To cope with unfunded FTES, the college enacted an Enrollment Management Plan from 1993 through 1994. As state funding increases, the college will be able to serve increasing demand from local and commuting students. Planning should center around restoring deferred improvements, bringing student services back to normal levels, and forecasting future programs in a changing market.

Source: California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison. Spring* 1993 to Spring 1997.



Gender	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Net % Diff. '93 - '97
	N	%	N	%	N	%	N	%	N	%	
Female	3,726	57.4	3,589	58.3	3,710	58.5	3,976	57.8	4,290	57.7	15.1
Male	2,760	42.6	2,568	41.7	2,630	41.5	2,906	42.2	3,140	42.3	13.8
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	14.6

Definition of Measure: This measure shows headcount enrollment of students categorized by gender.

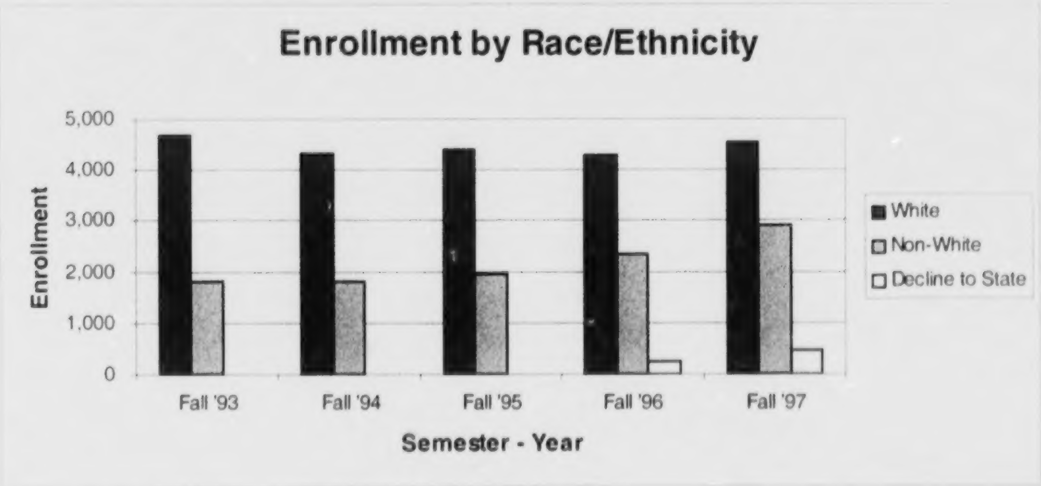
Uses of Measure: This measure shows the level of student participation for gender categories.

Analysis: Females continue to comprise the majority of students, with 57.7 percent in Fall 1997, close to the statewide average of 57.2 percent. In addition, the number of females increased by 15.1 percent between Fall 1993 and Fall 1997, compared with an overall increase in enrollment of 14.6 percent during the same period. Males, on the other hand, comprised 42.3 percent in Fall 1997, and increased 13.8 percent between Fall 1993 and Fall 1997.

Planning Impact: Female enrollment continues to exceed that of males. The college may wish to continue to consider areas that have been traditionally male, and prepare for increased infusion of females into those areas. In addition, in order to continue attracting males to the campus, the college may wish to find ways to encourage them to consider non-traditional programs.

Sources:

- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.



Race/Ethnicity	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Net Diff. '93 - '97
	N	%	N	%	N	%	N	%	N	%	
Hispanic	1,070	16.5	1,075	17.5	1,173	18.5	1,311	19.0	1,366	18.4	27.7
Asian/ Pacific Islander	311	4.8	316	5.1	306	4.8	381	5.5	383	5.2	23.2
Filipino	153	2.4	152	2.5	161	2.5	178	2.6	193	2.6	26.1
Black	166	2.6	152	2.5	162	2.6	190	2.8	210	2.8	26.5
American Indian Alaskan Native	57	0.9	66	1.1	65	1.0	81	1.2	97	1.3	70.2
Other Non-White	65	1.0	64	1.0	74	1.2	201	2.9	189	2.5	190.8
Total Non-White	1,822	28.1	1,825	29.6	1,941	30.6	2,342	34.0	2,438	32.8	33.8
White	4,664	71.9	4,332	70.4	4,399	69.4	4,296	62.4	4,537	61.1	-2.7
Decline to State	.	.	.	.	.	.	244	3.5	455	6.1	.
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	14.6

Definition of Measure: This measure shows headcount enrollment of students categorized by race/ethnicity.

Uses of Measure: This measure shows the level of student participation for race/ethnicity categories.

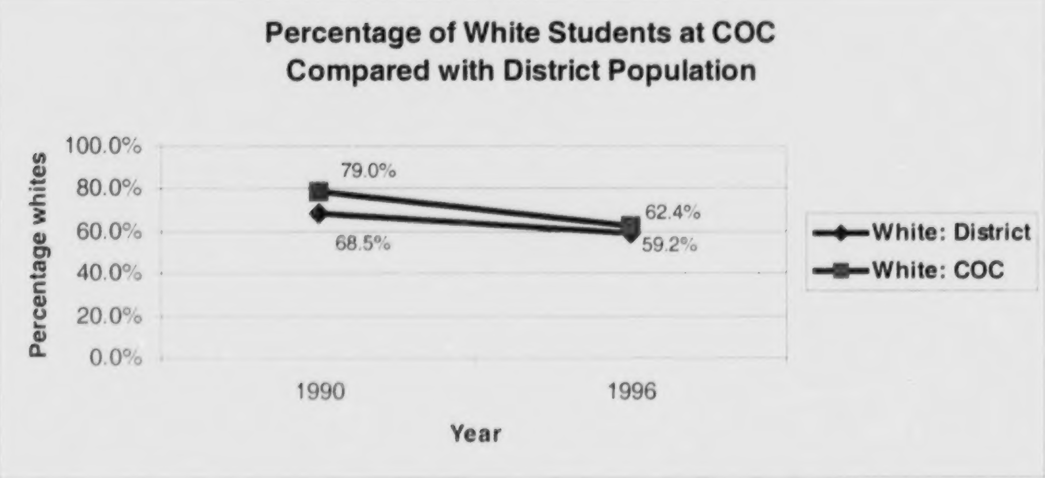
Analysis: Although total enrollment increased 14.6 percent between Fall 1993 and Fall 1997, a closer look revealed striking changes in the racial/ethnic characteristics of students. Total non-white enrollment increased 33.8 percent over this period, compared with a 2.7 percent decrease in white students.

In Fall 1997, College of the Canyons had 61.1 percent white students and 38.9 percent nonwhite students. The Santa Clarita Community College District was estimated in 1996 to have 59.2 white residents and 40.8 nonwhite residents. Statewide, the Chancellor's Office reported 32.2 White students for Fall 1997.

Planning Impact: As the proportion of White students continues to drop, the campus needs to assess the adequacy of its staff and services as it tries to meet the needs of new students.

Sources:

- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.
- 1990 U.S. Census.
- July 8, 1996 Urban Decision Systems, Inc. estimate.



District Racial/Ethnic

District	1990 District Census		1996 District Estimate		Change	
	N	%	N	%	N	%
White	103,580	68.5	108,371	59.2	4,791	4.6
Nonwhite	47,581	31.5	74,741	40.8	27,160	57.1
Total	151,161	100.0	183,112	100.0	31,951	21.1

College of Canyons Racial/Ethnic

District	COC Fall 1990		COC Fall 1996		Change	
	N	%	N	%	N	%
White	4,857	79.0	4,296	62.4	-561	-11.6
Nonwhite	1,293	21.0	2,586	37.6	1,293	100.0
Total	6,150	100.0	6,882	100.0	732	11.9

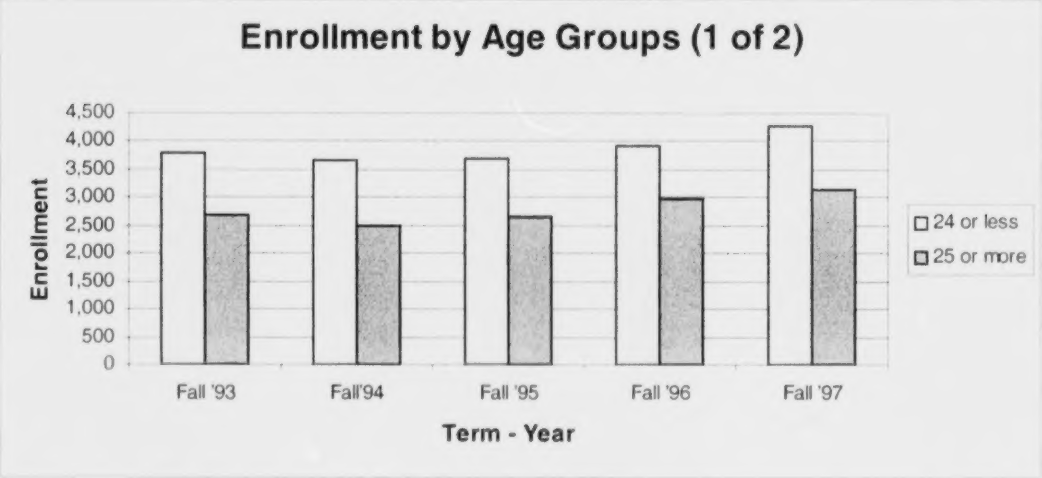
Overview: This measure compares the percentage of white and nonwhite students at COC with the white and nonwhite segments of the Santa Clarita Community College District.

Analysis: In Fall 1990, white students at COC accounted for 79.0 percent, compared with 68.5 percent for the district as a whole. In 1996, the population estimate for the district was 59.2 percent white, compared with 62.4 percent for COC. Although the college had 11.5 percent more white students than the district in 1990, the gap narrowed to just 3.2 percent in Fall 1996.

Planning Impact: Although racial/ethnic diversity policies at the college have been successful in the past, the college needs to remain sensitive to changing student and community needs.

Sources:

- California Community Colleges, Management Information System, Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison. Fall 1990 and Fall 1996.
- 1990 U.S. Census.
- July 8, 1996 Urban Decision Systems, Inc. estimate.



Age Groups	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Net % Diff.
	N	%	N	%	N	%	N	%	N	%	'93 - '97
24 or less	3,786	58.4	3,669	59.6	3,683	58.1	3,912	56.8	4,272	57.5	12.8
25 or more	2,700	41.6	2,488	40.4	2,657	41.9	2,970	43.2	3,155	42.5	16.9
Unknown	.	.	.	.	.	.	.	.	3	0.0	.
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	14.6

Definition of Measure: This measure shows headcount enrollment of students categorized by age.

Uses of Measure: This measure shows the level of student participation for different age categories.

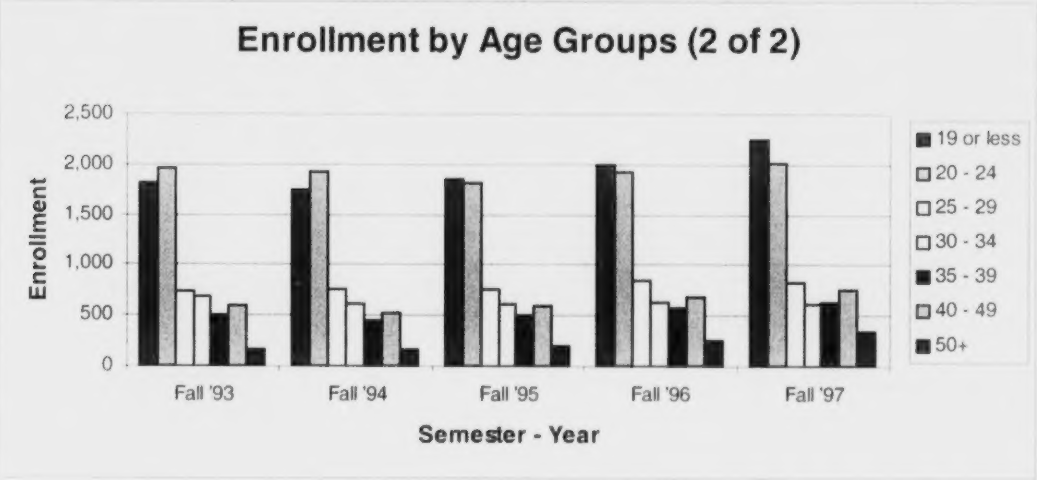
Analysis: Students 24 or younger comprised 57.5 percent of the student population in Fall 1997, compared with approximately 46 percent statewide.

Between Fall 1993 and Fall 1997, total enrollment increased by 14.6 percent. Older students grew at a faster rate than the college as a whole (16.9 percent), compared with younger students (12.8 percent.)

Planning Impact: Traditional age college students (below 25 years) maintain a constant majority at the college, at a rate higher than for the state as a whole. This group of students tends to utilize more college services than do older students. Careful attention to changes in trends will help planners prepare for changes in demand. In addition, nontraditional students offer a potential target for future marketing and new program campaigns.

Sources:

- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison*. Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.



Age Groups	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Net % Diff. '93 - '97
	N	%	N	%	N	%	N	%	N	%	
19 or less	1,820	28.1	1,749	28.4	1,860	29.3	1,989	28.9	2,250	30.3	23.6
20 - 24	1,966	30.3	1,920	31.2	1,823	28.8	1,923	27.9	2,022	27.2	2.8
25 - 29	745	11.5	747	12.1	763	12.0	839	12.2	828	11.1	11.1
30 - 34	691	10.7	607	9.9	604	9.5	625	9.1	610	8.2	-11.7
35 - 39	512	7.9	456	7.4	504	7.9	574	8.3	628	8.5	22.7
40 - 49	585	9.0	525	8.5	596	9.4	686	10.0	752	10.1	28.5
50+	167	2.6	153	2.5	190	3.0	246	3.6	337	4.5	101.8
Unknown	.	.	.	.	.	.	.	.	3	0.0	.
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	14.6

Definition of Measure: This measure shows headcount enrollment of students categorized by age.

Uses of Measure: This measure shows the level of student participation for different age categories.

Analysis: In Fall 1995, students 19 years or younger surpassed students 20 to 24 years as the most populous age group on campus. This trend continued through Fall 1997 with 30.3 percent. Statewide, students age 19 or younger comprised approximately 20 percent in Fall 1997.

Between Fall 1993 and Fall 1997, although total enrollment increased by 14.6 percent at College of the Canyons, students aged 50 or older increased by 101.8 percent. The next fastest-growing group during this period were students aged 40-49 years. However, students age 19 or younger grew by 430 students, the largest net increase over the five-year period of all age groups.

Planning Impact: Traditional age college students (below 25 years) maintain a constant majority at the college, at a rate higher than for the state as a whole. This group of students tends to utilize more college services than do older students. Careful attention to changes in trends will help planners prepare for changes in demand. In addition, nontraditional students offer a potential target for future marketing and new program campaigns.

Sources:

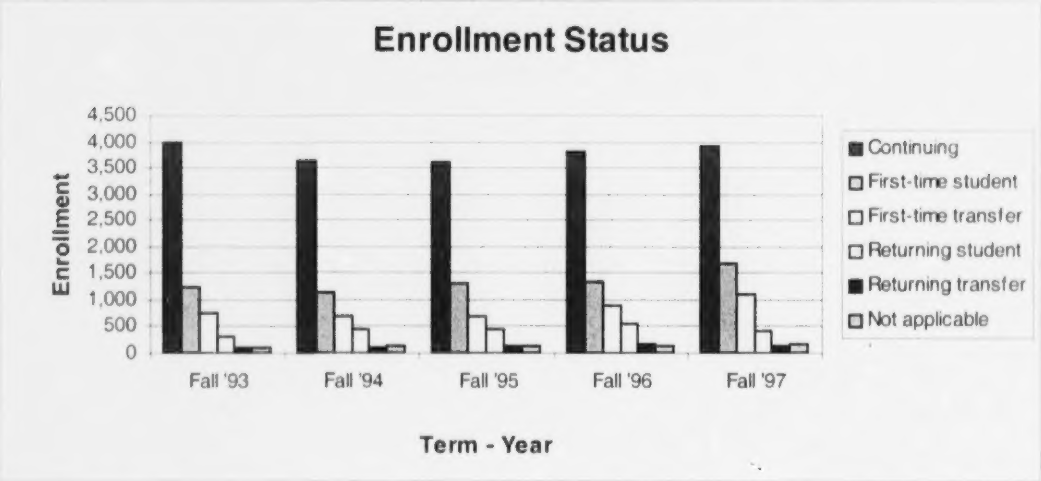
- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.

Highest Level of Education At Time of Application to COC

Education Status	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Not HS grad, Not HS enr	231	3.6	230	3.7	253	4.0	283	4.1	277	3.7	46	19.9
Currently enr in K-12	103	1.6	142	2.3	144	2.3	145	2.1	173	2.3	70	68.0
HS diploma	5,142	79.2	4,826	78.4	4,942	77.9	5,225	75.4	5,435	72.5	293	5.7
GED/Cert HS Equivalency	233	3.6	222	3.6	249	3.9	289	4.2	286	3.8	53	22.7
Cert of HS Proficiency	64	1.0	71	1.2	66	1.0	68	1.0	95	1.3	31	48.4
Foreign Dipl/Cert	176	2.7	177	2.9	170	2.7	196	2.8	183	2.4	7	4.0
Associate degree	337	5.2	304	4.9	319	5.0	342	4.9	373	5.0	36	10.7
Bachelor's degree or higher	203	3.1	186	3.0	200	3.2	380	5.5	462	6.2	259	127.6
Unreported	.	.	.	.	.	.	5	0.1	214	2.9	.	.
Total	6,489	100.0	6,158	100.0	6,343	100.0	6,933	100.0	7,498	100.0	1,009	15.5

Definition of Measure:	This measure shows student unduplicated enrollment categorized by enrollment status at the time of application
Uses of Measure:	This measure shows the level of student participation by education status.
Analysis:	All categories increased over the period analyzed. Total enrollment grew by 15.5 percent between Fall 1993 and Fall 1997. The category of students with high school diplomas increased by only 5.7 percent over that period. In fact, only 29 percent of the five-year increase in total enrollment were from this category, whereas the percentage of students in nontraditional categories grew by over 70 percent. For example, the number of students with a baccalaureate degree or higher increased 127.6 percent between Fall 1993 and Fall 1997, which can be attributed to the state's removal of the $50 per unit differential for those students.
Planning Impact:	These trends highlight the importance of continuing to recruit and serve our traditional students, as well as finding creative ways to recruit and serve the growing number of our nontraditional students.
Source:	Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1993 to Fall 1997.
Note:	Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report



Enrollment Status	Fall '93		Fall '94		Fall '95		Fall '96		Fall '97		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
First-time student	1,237	19.1	1,148	18.6	1,297	20.5	1,330	19.3	1,682	22.6	445	36.0
First-time transfer	762	11.7	676	11.0	697	11.0	903	13.1	1,102	14.8	340	44.6
Returning transfer	87	1.3	96	1.6	132	2.1	156	2.3	135	1.8	48	55.2
Returning student	324	5.0	450	7.3	456	7.2	553	8.0	416	5.6	92	28.4
Continuing	3,973	61.3	3,645	59.2	3,614	57.0	3,797	55.2	3,924	52.8	-49	-1.2
Not applicable	103	1.6	142	2.3	144	2.3	143	2.1	171	2.3	68	66.0
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	944	14.6

Definition of Measure: This measure shows student unduplicated enrollment categorized by enrollment status. The Chancellor's Office defines enrollment status in the following ways:

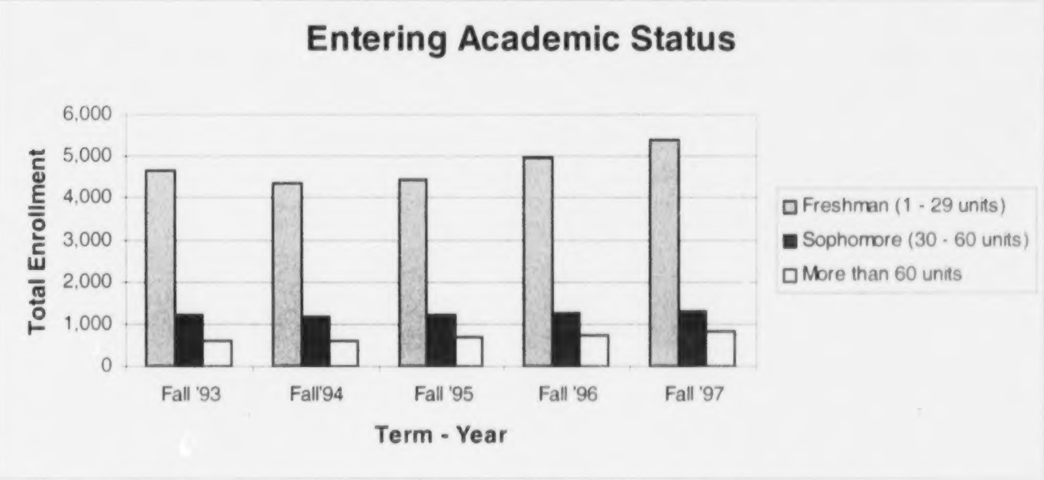
- ***First Time:*** A student enrolled for the first time who is not a concurrent high school attendee and has no prior college attendance.
- ***Transfer:*** A student who transferred from another higher education institution.
- ***Returning Transfer:*** A student who previously attended the reporting college, transferred out, and has returned to the reporting college.
- ***Returning:*** A student enrolled at the reporting college after an absence of one or more terms without interim attendance at another college.
- ***Continuing:*** A student who is enrolled in the current session and who was enrolled in the previous session at the same reporting college.
- ***Not Applicable:*** A special-admit student currently enrolled in K-12.

Uses of Measure: This measure shows the level of student participation by enrollment status.

Analysis: At 52.8 percent of total enrollment in Fall 1997, "continuing" remains the largest category of students, however, that percentage has been dropping steadily over the period examined. In fact, continuing students is the only category that declined over the five-year period, dropping -1.2 percent. In contrast, first-time students increased by 445 students (36.0%) between Fall 193 and Fall 1997 and first-time transfer increased by 340 students (44.6%). Concurrent enrollment by K-12 students had the largest percentage increase, at 66.0 percent.

Planning Impact: These trends coincide with the changes in age groups and new Hart District graduates (see previous Effectiveness reports on age groups and recent Hart District graduates.) Demographic projections, including "Tidal Wave II," anticipate that these trends will continue for the foreseeable future.

Source: *California Community Colleges, Management Information System, Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997.



Entering Academic Status	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Freshman (1- 29.9)	4,681	72.1	4,373	71.0	4,451	70.2	4,964	71.6	5,393	71.9	712	15.2
Sophomore (30 - 59.9)	1,197	18.4	1,162	18.9	1,218	19.2	1,232	17.8	1,300	17.3	103	8.6
60 units and above	611	9.4	623	10.1	674	10.6	737	10.6	805	10.7	194	31.8
Total	6,489	100.0	6,158	100.0	6,343	100.0	6,933	100.0	7,498	100.0	1,009	15.5

Definition of Measure: This measure shows student unduplicated enrollment categorized by academic status at the beginning of term. The indicator was derived from SB16 (student-units-earned-local) plus SB17 (student-units-earned-transfer) less units enrolled at first census.

Uses of Measure: This measure shows the level of student participation by academic status at the beginning of term.

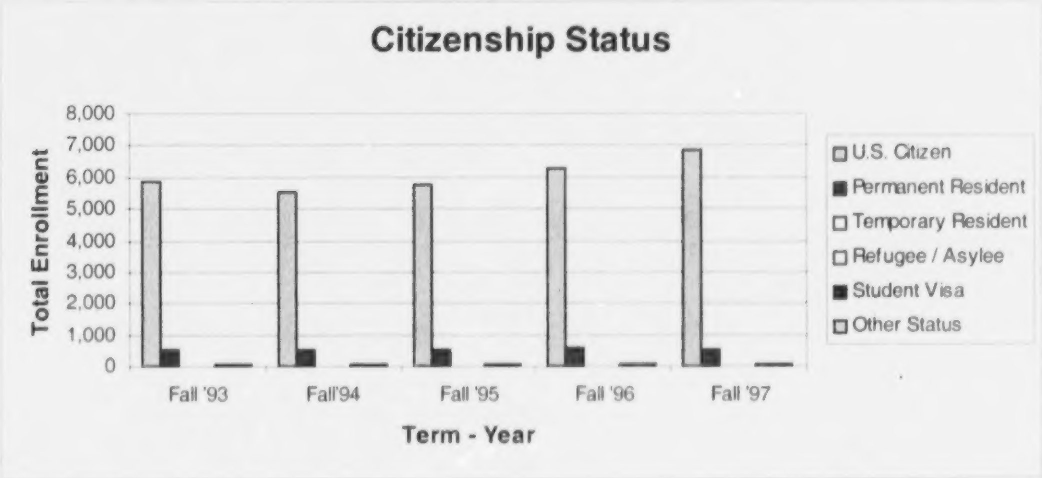
Analysis: Students with freshman status (1-29.9 units) fluctuated over the five-year period between 70 percent and 72 percent of total enrollment. Sophomores (30-59.9 units) exhibited a general slowing trend after a 0.5 percent rise in Fall 1994. Students with 60 units and more showed a steady growing trend from 9.4 percent of total enrollment in Fall 1993, to 10.7 percent in Fall 1997.

Although the college grew 15.5 percent between Fall 1993 and Fall 1997, students with 60 units and above had the largest increase: 31.8 percent, compared with 15.2 percent for freshmen and 8.6 for sophomores.

Planning Impact: The college may wish to examine its course offerings to see if there are adequate courses available for the increasing number of students with more then 60 units.

Source: Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1993 to Fall 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.



Citizenship Status	Fall '93		Fall '94		Fall '95		Fall '96		Fall '97		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
U.S. Citizen	5,849	90.1	5,520	89.6	5,763	90.9	6,262	90.3	6,835	91.2	986	16.9
Permanent Resident	541	8.3	538	8.7	492	7.8	558	8.0	506	6.7	-35	-6.5
Temporary Resident	.	.	.	.	.	.	.	.	25	0.0	25	.
Refugee / Asylee	21	0.3	22	0.4	21	0.3	20	0.3	23	0.3	2	9.5
Student Visa	48	0.7	42	0.7	34	0.5	40	0.6	46	0.6	-2	-4.2
Other Status	30	0.5	36	0.6	33	0.5	53	0.8	63	0.8	33	110.0
Total	6,489	100.0	6,158	100.0	6,343	100.0	6,933	100.0	7,498	100.0	1,009	15.5

Definition of Measure: This measure shows student unduplicated enrollment categorized by citizenship status. The Chancellor's Office defines citizenship status in the following ways:

- ***United States Citizens:*** Virtually all persons born in the United States are United States citizens. U.S. citizenship may also be acquired by naturalization through formal legal proceedings, or by virtue of birth abroad to U.S. citizen parents.
- ***Permanent Residents:*** Persons who have been admitted to the U.S. as immigrants, and who have acquired permanent residency status through the appropriate legal processes.
- ***Temporary Residents*** Persons who have been granted temporary status based on the Immigration Reform and Control Act of 1986. They may apply for permanent status after eighteen months.
- ***Refugees:*** Persons who have been admitted to the U.S. as a refugee.
- ***Asylees:*** Persons who have been allowed to remain in the U.S. after seeking asylum.
- ***Student Visa Status:*** Persons who have been admitted to the U.S. to participate in a program of academic or vocational study at specified educational institutions.

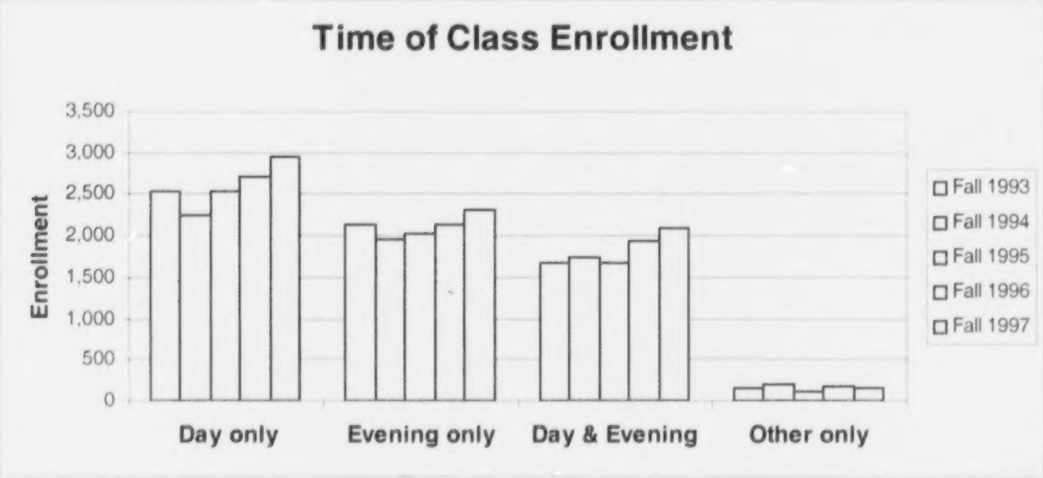
Uses of Measure: This measure shows the level of student participation by citizenship status.

Analysis: United States citizens comprise the vast majority of total enrollment and their position has remained steady at approximately 90% of total enrollment. In addition, this category grew 16.9 percent between Fall 1993 and Fall 1997, compared with a 15.5 percent increase in total enrollment over the same period.

Planning Impact: Programs are now in place to increase enrollment of foreign students, and it is anticipated that their proportion will increase in subsequent terms.

Source: Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1993 to Fall 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.



	Fall '93		Fall '94		Fall '95		Fall '96		Fall '97		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Day	2,527	38.9	2,251	36.6	2,522	39.8	2,699	38.9	2,952	39.4	425	16.8
Evening	2,133	32.9	1,965	31.9	2,034	32.1	2,136	30.8	2,303	30.7	170	8.0
Day & Evening	1,670	25.7	1,743	28.3	1,673	26.4	1,927	27.7	2,084	27.8	414	24.8
Other	159	2.5	199	3.2	114	1.8	183	2.6	159	2.1	0	0.0
Total	6,489	100.0	6,158	100.0	6,343	100.0	6,945	100.0	7,498	100.0	1,009	15.5

Definition of Measure: This measure shows student unduplicated enrollment categorized by time of day.

- *Day Only* attendees are enrolled only in classes scheduled to begin before 4:30 p.m.
- *Evening Only* attendees are enrolled only in classes scheduled to begin on or after 4:30 p.m.
- *Day and Evening* attendees are enrolled in at least one day and one evening class.
- *Other Only* attendees are enrolled only in classes with irregular start times or with times to be arranged (TBA).

Uses of Measure: This measure shows the level of student participation for the time classes are attended. It also illustrates the institutional effort to offer instruction and services to nontraditional students during evening hours.

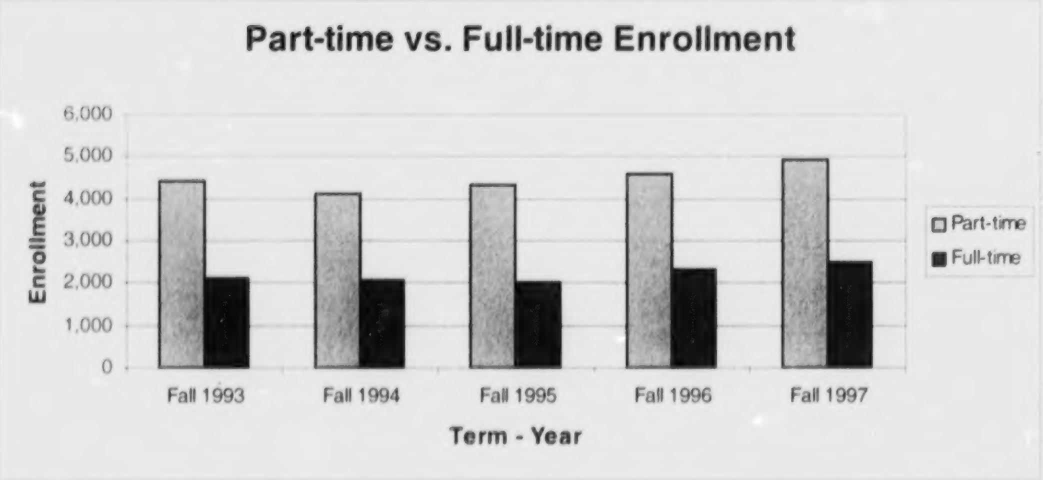
Analysis: Day only attendees were the majority of students in Fall 1997, with 39.4 percent of total enrollment. Evening only attendees represented 30.7 percent, and students enrolled in both were 27.8 percent.

Over the five-year period, students enrolled in both day and evening classes had the largest increase at 24.8 percent, compared with 16.8 percent for day only attendees, 8.0 percent for evening only attendees, with a 15.5 percent growth rate overall.

Planning Impact: If the trend continues toward increased enrollment by students attending both day and evening classes, those students may require more services in the evening hours from matriculation services, including placement testing, counseling, program advisement, financial aid staff, etc. In addition, courses should continue to be scheduled to encourage the completion of degrees with evening classes only.

Source: Santa Clarita Community College District, Management Information System (Student Basic, Student Enrollment, and Section Basic files), Full Term Reporting. Fall 1993 to Fall 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.



Number of Units	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	N	%	N	%	N	%	N	%	N	%
Less than 12	4,396	67.8	4,119	66.9	4,328	68.3	4,579	66.5	4,945	66.6
12 or more	2,090	32.2	2,038	33.1	2,012	31.7	2,303	33.5	2,485	33.4
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0

Definition of Measure: This measure shows cumulative unduplicated enrollment for full-time and part-time load categories. To be counted as an enrollment, a student must complete a class of at least eight hours duration (0.5 credit unit equivalent) and remain actively enrolled as of the first census. A student carrying 12 or more credit units is defined as full-time, less than 12 as part-time.

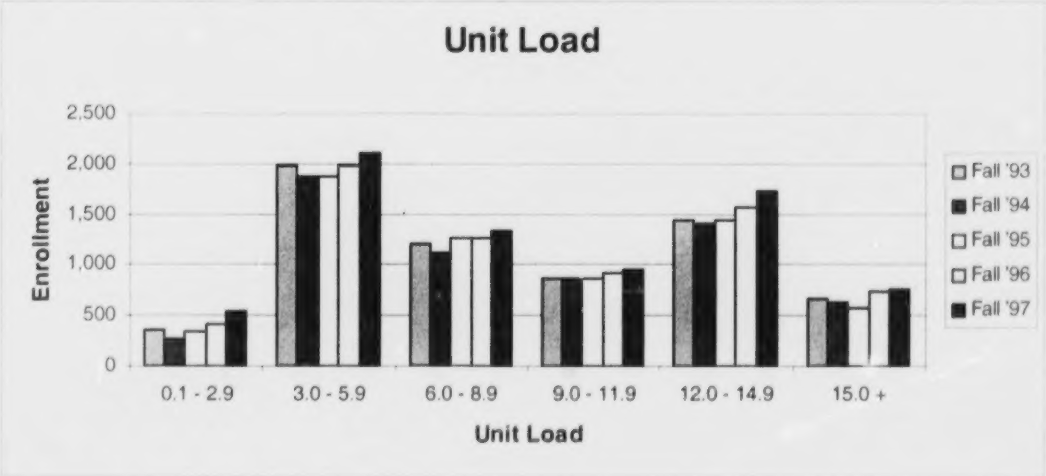
Uses of Measure: This measure shows the level of student participation for different load categories.

Analysis: The college consistently serves approximately twice the number of part-time students as full-time students. The proportion of full-time enrollment ranged from a low of 31.0 percent in Fall 1995 to a high of 33.5 percent in Fall 1996. Statewide, the California Community College system had 25.6 percent full-time students in Fall 1997.

Planning Impact: Community colleges generally enroll large numbers of part-time students. Full-time students make use of more campus services. A student body with a high percentage of full-time students requires a higher staffing ratio and larger number of class offerings, as well as more extensive support services. Careful attention should be directed toward tracking local high school matriculation patterns in light of projected growth and increases in student population.

Sources:

- California Community Colleges, Management Information System, *Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison*, Fall 1993 to Fall 1997.
- California Community Colleges Chancellor's Office. *CA Community College Statewide Enrollments: Fall 1997*; http://www.cccco.edu/cccco/mis/statlib.htm.



	Fall '93		Fall '94		Fall '95		Fall '96		Fall '97		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Non-credit	NAP	NAP	NAP	NAP	NAP	NAP	NAP	NAP	1	NAP	NAP	NAP
0.1 - 2.9	358	5.5	270	4.4	345	5.4	417	6.1	547	7.4	189	52.8
3.0 - 5.9	1,973	30.4	1,863	30.3	1,867	29.4	1,987	28.9	2,105	28.3	132	6.7
6.0 - 8.9	1,204	18.6	1,117	18.1	1,261	19.9	1,255	18.2	1,330	17.9	126	10.5
9.0 - 11.9	861	13.3	869	14.1	855	13.5	920	13.4	962	12.9	101	11.7
12.0 - 14.9	1,432	22.1	1,404	22.8	1,435	22.6	1,562	22.7	1,733	23.3	301	21.0
15.0 +	658	10.1	634	10.3	577	9.1	741	10.8	752	10.1	94	14.3
Total	6,486	100.0	6,157	100.0	6,340	100.0	6,882	100.0	7,430	100.0	944	14.6

Definition of Measure: This measure shows student unduplicated enrollment categorized by credit unit load.

Uses of Measure: This measure shows the level of student participation for various credit unit loads.

Analysis: In Fall 1997, students who carried 3.0 - 5.9 units made up the largest segment, 28.3 percent, followed by 23.3 percent for the 12.0 - 14.9 category. The average load for units attempted was 8.2 units, the median was 8.0, the standard deviation was 4.7, and the range was 24.0.

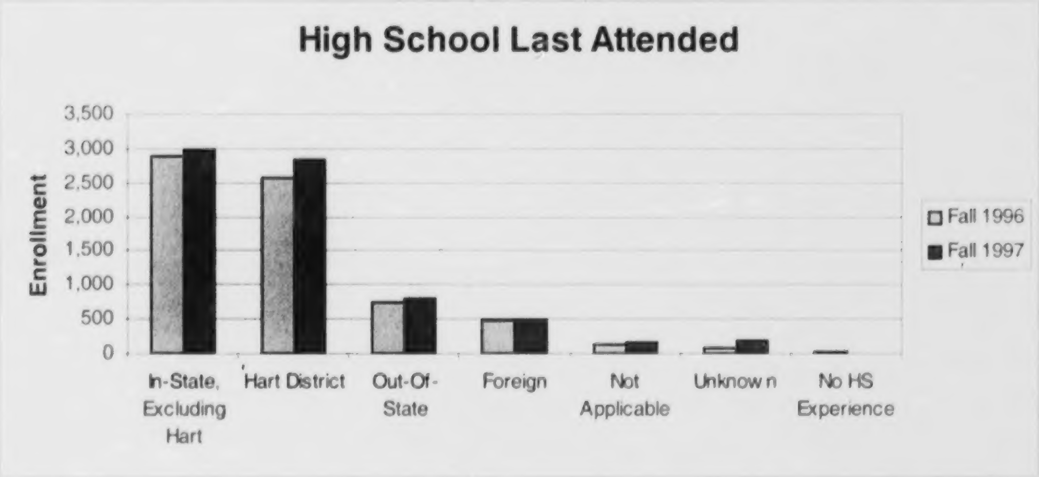
While total enrollment grew by 14.6 percent between Fall 1993 and Fall 1997, the greatest percentage increase way in the 0.1 - 2.9 category. The largest count increase was in the 12.0 - 14.9 category, which increased by 301 between Fall 1993 and Fall 1997.

Planning Impact: The higher the unit load a student carries, the more campus services the student uses. They not only take more classes, but they visit the library, bookstore, and cafeteria more often, and may make greater use of campus athletic facilities. A student body with a high percentage of full-time students requires a higher staffing ratio and a larger number of class offerings, as well as more extensive support services.

Sources:

- *California Community Colleges, Management Information System, Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997. Available via http://www.cccco.edu/cccco/mis/statlib/district/SantaCla.htm
- California Community Colleges, Management Information System, *Referential Edit Files*, STTERM and SXENRLM for Fall 1997.

High School Last Attended



	Fall 1996		Fall 1997		Change	
	Number	Percent	Number	Percent	Number	Percent
In-State, Excluding Hart	2,895	41.8	2,977	40.1	82	2.8
Hart District	2,579	37.2	2,826	38.0	247	9.6
Out-Of-State	749	10.8	791	10.6	42	5.6
Foreign	478	6.9	475	6.4	-3	-0.6
Not Applicable	144	2.1	171	2.3	27	18.8
Unknown	73	1.1	179	2.4	106	145.2
No HS Experience	15	0.2	11	0.1	-4	-26.7
Total	6,933	100.0	7,430	100.0	497	7.2

Definition of Measure: This measure shows the headcount enrollment by the last high school attended at the time of application. All years of high school graduation were included.

- ***Hart District*** included students who last attended any of the following high schools of the William S. Hart Union High School District: Canyon, Golden Oak, Hart, Bowman, Saugus, Learning Post, or Valencia.
- ***Not Applicable*** included any student who was twenty-two years or older, a Special Admit, or a Senior High student. (Note: If the student was 22 years of age or older, either the last high school code or this category was entered.)

Uses of Measure: This indicator shows the level of student participation in the College by the general location of the last high school attended.

Analysis: Students who last attended a high school in William S. Hart Union High School District provided 38.0 percent of enrollment in Fall 1997, 9.6 percent over Fall 1996. Students who last attended a high school in California (excluding Hart District) comprised 40.1 percent in Fall 1997, 2.8 percent over Fall 1996.

Planning Impact: The Hart District remained the single biggest source of students for College of the Canyons. The college should continue working closely with Hart to ensure that it goes on meeting their needs.

Source:

- Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1996 to Fall 1997.
- Gary Wexler, Director of Curriculum for William S. Hart Union High School District.

COC Enrollment Counts from Top 10 Feeder High Schools

High School	California School Code	Fall 1993	Fall 1994	Fall 1995	Fall1996	Fall 1997	5-Year Total	Change	
								N	%
Saugus	193174	743	772	793	882	928	4,118	185	24.9
Hart	193390	709	694	734	763	815	3,715	106	15.0
Canyon	193149	666	703	705	755	773	3,602	107	16.1
Alemany	194053	205	182	178	195	205	965	0	0.0
Granada Hills	193374	214	167	166	163	191	901	-23	-10.7
Kennedy	193994	208	174	175	185	147	889	-61	-29.3
Sylmar	193855	109	97	114	102	131	553	22	20.2
Monroe	193586	114	96	97	98	99	504	-15	-13.2
Bowman	193442	64	65	90	100	104	423	40	62.5
Valencia	303802	.	.	.	7	138	145	.	.
Total		3,032	2,950	3,052	3,250	3,531	15,815	499	16.5

Definition of Measure: This measure shows the duplicated, total enrollment at COC from the top 10 feeder high schools.

Uses of Measure: This measure shows the level of student participation at the college by the total enrollment from the top 10 feeder high schools.

Analysis: Saugus, Hart and Canyon high schools are by far the top feeder schools to the College, contributing 71.7 percent of the total of all 10 schools over the past five years. They are part of the William S. Hart Union High School District. In fact, five of the seven senior high schools of Hart District were part of the top 10 feeder high schools for Fall 1997: Saugus, Hart, Canyon, Bowman, and Valencia high schools. The four high schools that dropped in COC enrollment over the five-year period were outside of the Santa Clarita Community College District: Kennedy, Monroe, Granada Hills, and Alemany high schools.

Planning Impact: This information can be used for recruitment, marketing and other ways to increase access and improve service to nearby feeder high schools. If the five-year enrollment trend continues, Hart District will increase in importance relative to other feeder districts.

Source: Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1993 to Fall 1997.

Recent Graduates from William S. Hart Union High School District Enrolled at College of the Canyons

High School	Code	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Change	
		N	N	N	N	N	N	%
Bowman	193442	7	16	19	13	17	10	142.9
Canyon	193149	135	159	188	192	164	29	21.5
Golden Oak	193369	3	4	1	2	4	1	33.3
Hart	193390	160	164	157	160	153	-7	-4.4
Learning Post	193253	4	8	11	10	8	4	100.0
Saugus	193174	163	197	208	203	171	8	4.9
Valencia	303802	.	.	.	.	107	.	.
Total New Hart District Graduates Attending COC the Following Fall		472	548	584	580	624	152	32.2
Total Annual Hart District Graduates		1,458	1,479	1,606	1,631	1,830	372	25.5
Percentage of New Hart District Graduates Attending COC the Following Fall		32.4	37.1	36.4	35.6	34.1		

Definition of Measure: This measure shows student enrollment by recent graduates of William S. Hart Union High School District. The data represent the number of students enrolled at the college in the Fall term who recently graduated from Hart District. Included are students who received a high school diploma, passed the GED, received a high school Certificate of Equivalency/Completion, or received a Certificate of California High School Proficiency during the academic year immediately preceding the Fall term examined at the college. For example, Fall 1997 college data included students graduated in the class of 1997 at Hart District.

Uses of Measure: This measure shows the level of new student participation in the College by recent graduates of the Hart District.

Analysis: Between Fall 1993 and Fall 1997, total annual Hart District graduates increased by 25.5 percent, while total new Hart District graduates attending COC the following Fall term increased 32.2 percent.

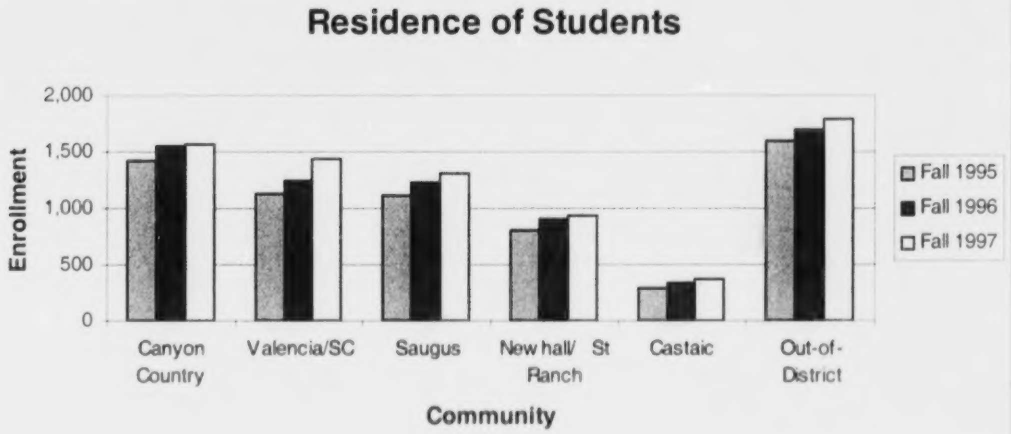
The percentage of new hart District graduates attending COC the following Fall remained fairly constant over the five-year period, ranging between a low of 32.4 in Fall 1993 to a high of 37.1 in Fall 1994.

Planning Impact: The William S. Hart Union High School District contains the main feeder high schools for the Santa Clarita Community College District. (Also see Feeder High School report). As such, trends for this indicator have important implications for SCCCD.

As the percentage of new Hart District graduates attending the college increases, it becomes increasingly important to continue working closely with Hart District in order to facilitate the transition and matriculation to College of the Canyons.

Sources:

- Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1993 to Fall 1997.
- Dr. Gary Wexler, Director of Curriculum for William S. Hart Union High School District.


Residence of Students

Community	Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%
Canyon Country	1,415	22.3	1,541	22.2	1,568	21.1	153	10.8
Valencia/Santa Clarita	1,132	17.8	1,234	17.8	1,437	19.3	305	26.9
Saugus	1,107	17.5	1,228	17.7	1,314	17.7	207	18.7
Newhall/St Ranch	805	12.7	902	13.0	942	12.7	137	17.0
Castaic	284	4.5	338	4.9	376	5.1	92	32.4
Total Within District	4,743	74.8	5,243	75.6	5,637	75.9	894	18.8
Out-of-District	1,600	25.2	1,690	24.4	1,793	24.1	193	12.1
Total Enrollment	6,343	100.0	6,933	100.0	7,430	100.0	1,087	17.1

Definition of Measure: This measure shows student enrollment by place of residence. Place of residence is obtained from the students' ZIP codes at the time of application.

Uses of Measure: This measure shows the level of student participation by place of residence.

Analysis: The College experienced a 17.1 percent increase in enrollment between Fall 1995 and Fall 1997. However, within-district enrollment increased by 18.8 percent, while out-of-district enrollment increased by 12.1 percent.

Canyon Country remained the community with the highest percentage of within-district enrollment, at 21.1 percent, followed by Valencia/Santa Clarita at 19.3 percent, and Saugus at 17.7 percent. Valencia/Santa Clarita was the source of the largest increase in count over the three-year period, adding 305 students (26.9 percent increase), followed by Saugus, adding 207 students (18.7 percent increase).

Planning Impact: With 75.9 percent of our total enrollment residing with the district, the college is serving the people of the Santa Clarita Valley. By studying growth trends, planning for expanded locations will result in more accurate allocation of resources.

Source: Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1995 to Fall 1997.

Residence of Students by ZIP Code

Community	ZIP Code	Fall 1995		Fall 1996		Fall 1997		Change	
		N	%	N	%	N	%	N	%
Castaic	91310	11	0.2	12	0.2	5	0.1	-6	-54.5
Newhall	91321	689	10.9	757	10.9	769	10.3	80	11.6
Newhall	91322	18	0.3	15	0.2	10	0.1	-8	-44.4
Saugus	91350	1,107	17.5	1,228	17.7	1,314	17.7	207	18.7
Canyon Country	91351	1,400	22.1	1,525	22.0	1,549	20.8	149	10.6
Valencia	91354	240	3.8	297	4.3	357	4.8	117	48.8
Valencia	91355	842	13.3	889	12.8	1,036	13.9	194	23.0
Santa Clarita	91380	42	0.7	41	0.6	39	0.5	-3	-7.1
Newhall/St Ranch	91381	98	1.5	130	1.9	163	2.2	65	66.3
Castaic	91384	273	4.3	326	4.7	371	5.0	98	35.9
Valencia	91385	8	0.1	7	0.1	5	0.1	-3	-37.5
Canyon Country	91386	15	0.2	16	0.2	19	0.3	4	26.7
Total within District		4,743	74.8	5,243	75.6	5,637	75.9	894	18.8
Out-of-District		1,600	25.2	1690	24.4	1,793	24.1	193	12.1
Total Enrollment		6,343	100.0	6,933	100.0	7,430	100.0	1,087	17.1

Definition of Measure: This measure shows student enrollment by the ZIP code given as place of residence at the time of application.

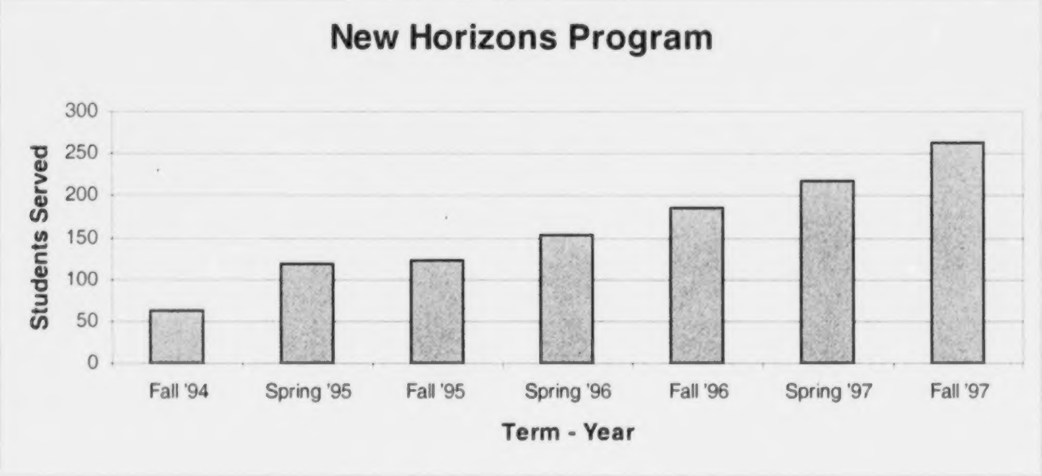
Uses of Measure: This measure shows the level of student participation by ZIP code of residence.

Analysis: The College experienced a 17.1 percent increase in enrollment between Fall 1995 and Fall 1997. However, within-district enrollment increased by 18.8 percent, while out-of-district enrollment increased by 12.1 percent.

ZIP code 91351 in Canyon Country continues to be the leading area of residence at 20.8 percent of total enrollment, followed by the Saugus ZIP code 91350 with 17.7 percent, and 91355 in Valencia at 13.9 percent. Enrollment from all three grew over the three-year period, with 91355 leading at 23.0 percent, followed by 91350 at 18.7 percent, and 91351 at 10.6.

Planning Impact: With 75.9 percent of our total enrollment residing with the district, the college is serving the people of the Santa Clarita Valley. By studying growth trends, planning for expanded locations will result in more accurate allocation of resources.

Source: Santa Clarita Community College District, Management Information System (Student Basic Files), Full Term Reporting Student Headcount Comparison. Fall 1995 to Fall 1997.



New Horizons	Fall '94	Spring '95	Fall '95	Spring '96	Fall '96	Spring '97	Fall '97	Change	
	N	N	N	N	N	N	N	N	%
Students Served	62	119	124	154	185	218	263	201	324.2%

Definition of Measure: This measure shows the unduplicated number of students served by the New Horizons Program.

Uses of Measure: The New Horizons Program offers courses and services to the following nontraditional categories of students:

- single parents,
- displaced homemakers, and
- single, pregnant women.

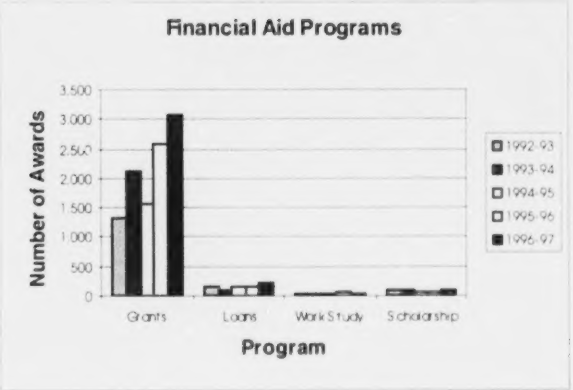
Analysis: This program showed a 324.2 percent increase from Fall 1994 to Fall 1997. After a 91.9 percent jump from Fall 1994 to Spring 1995, and then a modest 4.2 percent gain from Spring 1995 to Fall 1995, the program grew by roughly 20 percent for each semester thereafter. Director Carol Rainwater attributed the increase to high school recruiting and marketing efforts that included mailings and flyers.

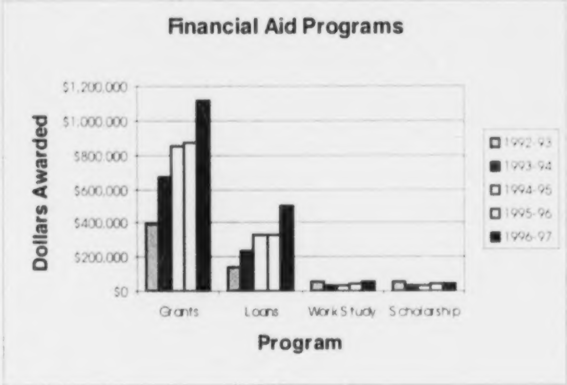
Planning Impact: As the college increases efforts to identify students who can benefit from New Horizons, increasing resources will be needed to assist those identified.

Source: Carol Rainwater, Director, New Horizons Program.

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

Financial Aid Programs





Program	1994-95			1995-96			1996-97			Change in Dollars Provided	
	N	$	%	N	$	%	N	$	%	$	%
Grants	1,561	848,377	68.0	2,583	870,625	67.6	3,068	1,113,433	65.3	265,056	31.2
Loans	140	331,497	26.6	146	332,248	25.8	213	499,658	29.3	168,161	50.7
Work Study	34	35,730	2.9	50	46,591	3.6	44	49,252	2.9	13,522	37.8
Scholarship	58	32,545	2.6	70	39,262	3.0	89	43,877	2.6	11,332	34.8
Total	1,793	1,248,149	100.0	2,849	1,288,726	100.0	3,414	1,706,220	100.0	458,071	36.7

Definition of Measure: This measure shows the number of financial aid awards to college students and the total dollar amount of aid provided, by type of aid. (Note: A student often receives more than one award.)

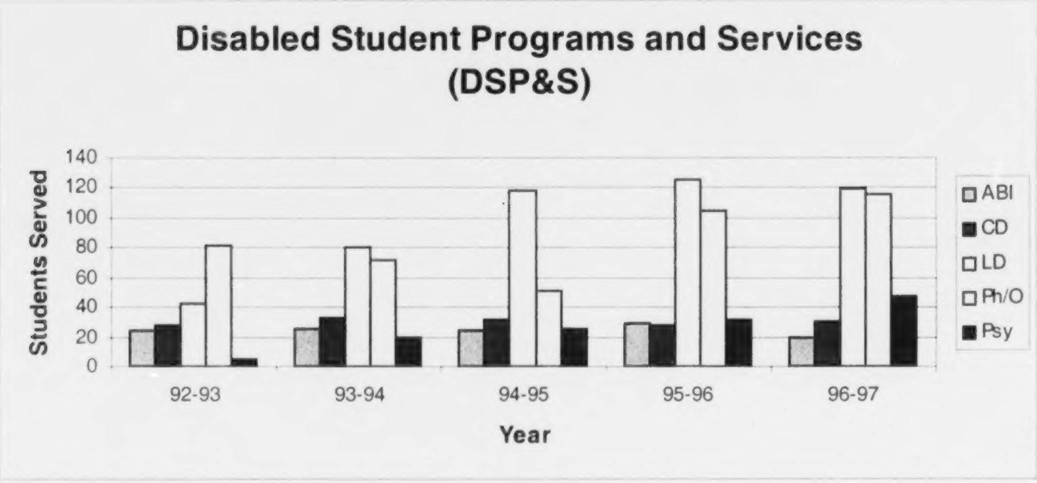
Uses of Measure: This measure shows changes in the number of financial aid awards and aid dollars. These data reflect efforts to assist low-income and economically disadvantaged students to finance their education.

Analysis: The total aid for 1995-96 and 1996-97 increased by $40,577 (3.3%) and $417,494 (32.4%), respectively. In 1996-97, grants accounted for 65.3 percent of the total aid for that year. Between 1994-95 and 1996-97, grants increased by 31.2 percent. This increase is largely due to changes in the Pell Grant maximum available to students.

Planning Impact: As the college increases efforts to identify students who can benefit from financial aid, increasing resources will be needed to assist those identified.

Source: Beth Asmus, Director of Student Financial Aid.

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report


Disabled Student Programs and Services (DSP&S)

DSP&S Categories	92-93		93-94		94-95		95-96		96-97		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
ABI	24	13.3	25	10.9	24	9.6	29	9.1	20	6.0	-4	-16.7
CD	28	15.5	33	14.4	32	12.8	28	8.8	30	9.0	2	7.1
LD	43	23.8	80	34.9	118	47.2	126	39.4	119	35.8	76	176.7
Ph/O	81	44.8	72	31.4	51	20.4	105	32.8	116	34.9	35	43.2
Psy	5	2.8	19	8.3	25	10.0	32	10.0	47	14.2	42	840.0
Total	181	100.0	229	100.0	250	100.0	320	100.0	332	100.0	151	83.4

Definition of Measure: This measure shows the number of students served by the Disabled Student Programs and Services. DSP&S defines the categories in the following ways:

ABI:	Acquired Brain Injury
CD:	Communication Disorder
LD:	Learning Disorder
Ph/O:	Physical handicap/Other ("Other" disabilities include students with back injuries for example, as well as students classified as disabled in high school but not yet tested by the College.)
Psy:	Psychological

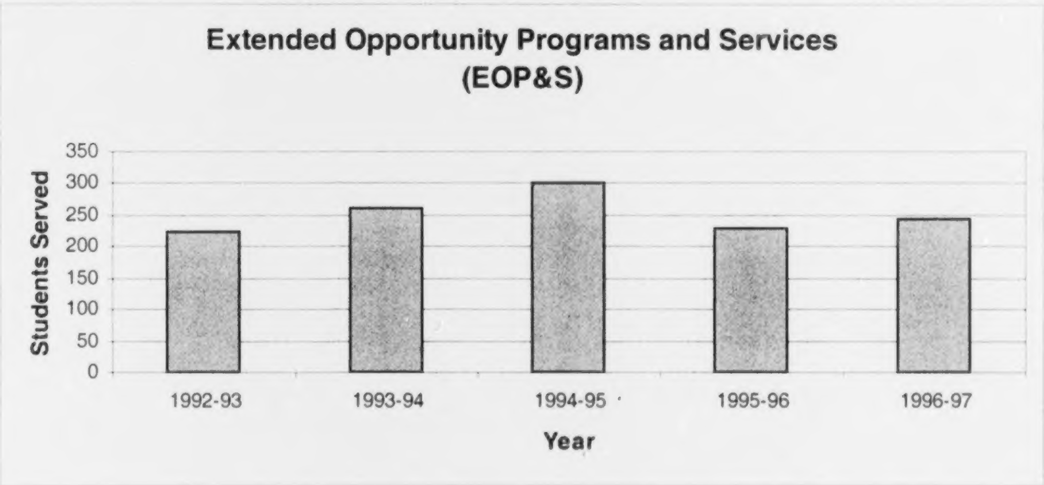
Uses of Measure: This measure shows the level of access of disabled students to the College as measured by those served through DSP&S.

Analysis: Overall, the students served by DSP&S increased 83.4 percent (151 students) between 92-93 and 96-97. The greatest increases during this period were from 92-93 to 93-94 at 26.5 percent (48 students) and from 94-95 to 95-96 at 28.0 percent (70 students). The greatest percentage increase was in psychological disabilities (Psy) with 840.0 percent (42 students). The greatest numerical increase was in learning disabled (LD) students with 176.7 percent (76 students). The only category to decrease was acquired brain injuries (ABI) at -16.7 percent (4 students).

The year-to-year jumps in LD, Ph/O and Psy categories were attributed to personnel changes, which affected testing procedures, as well as increased efforts to identify and serve disabled students in the College population.

Planning Impact: As the college increases efforts to identify students who can benefit from DSP&S, increasing resources will be needed to assist those identified.

Source: Rosemarie Walrath, DSP&S staff assistant



	1992-93	1993-94	1994-95	1995-96	1996-97	Change	
	N	N	N	N	N	N	%
EOP&S Students Served	223	262	301	229	243	20	9.0

Definition of Measure: This measure shows the unduplicated number of students served in Extended Opportunity Programs and Services (EOP&S). EOP&S offers academic and support counseling, and financial aid to students with language, social, economic and educational disadvantages.

Uses of Measure: These data reflect the College's efforts in assisting disadvantaged students with the services to facilitate their progress through higher education.

Analysis: EOP&S increased the number of students served by 14.9 percent between 1993-94 and 1994-95, then dropped 23.9 percent the next year. This drop was attributed to changes in office personnel. The next year, 1996-97, the number of students served increased by 6.1 percent over the previous year. Overall, EOP&S increased 9.0 between 1992-93 and 1996-97.

Planning Impact: As the college increases efforts to identify students who can benefit from EOP&S, increasing resources will be needed to assist those identified.

Source: Gerry Branda, Office of Extended Opportunity Programs and Services

COLLEGE OF THE CANYONS

Office of Institutional Development

Institutional Effectiveness Report

Part II: Student Success Indicators

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English as a Second Language (ESL) and Basic Skills Successful Completion by Race/Ethnicity and Gender

	Asian	Black	Filipino	Hispanic	Native Am.	Other	White	NA	Total
Reading (ENGL 034) Fall 1996 Cohort	3	2	1	11	2	0	14	1	34
Completed	1	0	0	3	0	.	4	0	8
% Completed	33.3%	0.0%	0.0%	27.3%	0.0%		28.6%	0.0%	23.5%
Writing (ENGL 035) Fall 1996 Cohort	5	4	0	21	0	4	19	0	53
Completed	0	1	.	5	.	1	4	.	11
% Completed	0.0%	25.0%	.	23.8%	.	25.0%	21.1%	.	20.8%
Math (MATH 060) Fall 1996 Cohort	11	3	5	57	3	5	153	10	247
Completed	6	0	0	22	1	1	84	4	118
% Completed	54.5%	0.0%	0.0%	38.6%	33.3%	20.0%	54.9%	40.0%	47.8%
ESL (ESL 080) Fall 1996 Cohort	10	0	0	4	0	0	2	0	16
Completed	8	.	.	3	.	.	1	.	12
% Completed	80.0%	.	.	75.0%	.	.	50.0%	.	75.0%
Total Fall 1996 Cohort	29	9	6	93	5	9	188	11	350
Completed	15	1	0	33	1	2	93	4	149
% Completed	51.7%	11.1%	0.0%	35.5%	20.0%	22.2%	49.5%	36.4%	42.6%

	Female	Male	Total
Reading (ENGL 034) Fall 1996 Cohort	26	8	34
Completed	5	3	8
% Completed	19.2%	37.5%	23.5%
Writing (ENGL 035) Fall 1996 Cohort	29	24	53
Completed	8	3	11
% Completed	27.6%	12.5%	20.8%
Math (MATH 060) Fall 1996 Cohort	149	98	247
Completed	74	44	118
% Completed	49.7%	44.9%	47.8%
ESL (ESL 080) Fall 1996 Cohort	9	7	16
Completed	8	4	12
% Completed	88.9%	57.1%	75.0%
Total Fall 1996 Cohort	213	137	350
Completed	95	54	149
% Completed	44.6%	39.4%	42.6%

Definition of Measure: This indicator measures the ratio of the number of students who enrolled in and successfully completed (A, B, C and CR) a degree-applicable course after having successfully completed the final ESL or Basic Skills course. The cohort groups were taken from the Fall term in 1996. They were followed for the Spring 1997 and Fall 1997 terms to see whether they enrolled in and successfully completed the appropriate degree applicable course in the sequence (see below).

- ***Basic Skills Reading***: English 034 to English 080 or English 101;
- ***Basic Skills Writing***: English 035 to English 090 or English 101;
- ***Basic Skill Math***: Math 060 to Math 063, or Math 070, or Math 102, or Math 103, or Math 130, or Math 140;
- ***ESL***: ESL 080 to ESL 100, or English 080, or English 090, or English 101

Uses of Measure: This indicator shows the degree to which students continue the pursuit of college-level English and math courses.

Analysis: The overall successful completion ratio was 42.6 percent. Among race/ethnicity, Asians earned the highest completion ratio (51.7%), followed by Whites (49.5%), and Hispanics (35.5%). The lowest completion ratios were earned by Filipinos (0.0%), Blacks (11.1%), and Other Non-White (22.2%).

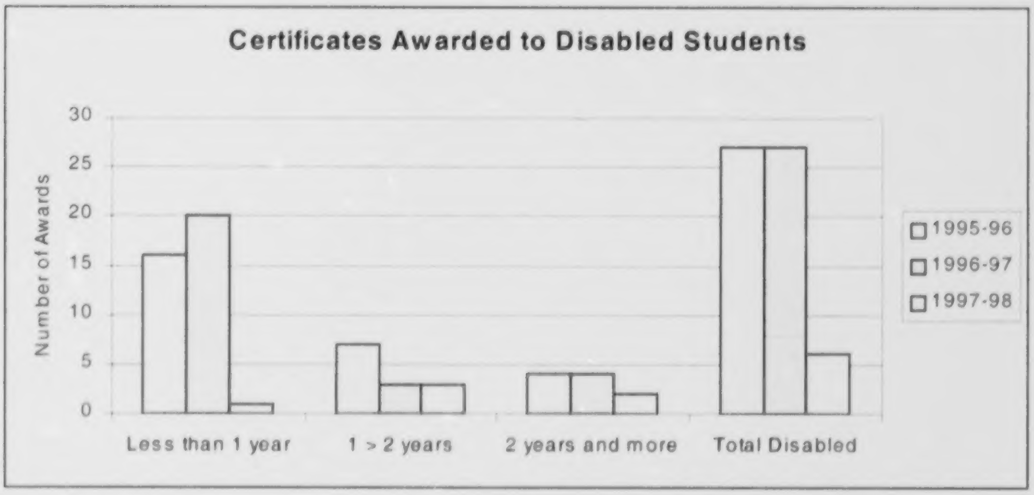
Females earned a completion ratio of 44.6 percent, while males earned a completion ratio of 39.4 percent.

Note that comparisons along race/ethnicity and gender should be viewed with caution due to the small number of students in the cohort groups.

Planning Impact: Basic skills and ESL successful completion ratios offer feedback about how the college prepares its academically at-risk students for mainstream college-level work. As the four-year colleges and universities reevaluate their role as basic-skills providers, community colleges may be asked to take over those duties at an accelerated rate.

Sources:

- College of the Canyons Counseling Office
- College of the Canyons Testing Center
- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1996, Spring 1997, and Fall 1997 SX and SB files.


Certificates Awarded to Disabled Students

Award	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Certificate: less than 1 year	16	3.2	20	3.5	1	0.7	-15	-93.8
Certificate: 1 > 2 years	7	1.4	3	0.5	3	2.0	-4	-57.1
Certificate: 2 years and more	4	0.8	4	0.7	2	1.3	-2	-50.0
Subtotal Disabled	27	5.4	27	4.7	6	3.9	-21	-77.8
Certificates - Non-disabled	469	94.6	551	95.3	146	96.1	-323	-68.9
Total Certificates	496	100.0	578	100.0	152	100.0	-344	-69.4

Definition of Measure: This measure shows the total certificates awarded to disabled students for three academic years. Certificates are grouped by time and credit units needed to earn the awards.

Uses of Measure: This measure illustrates changes in awards earned by disabled students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: Total certificates earned by all students decreased by 344 (69.4%) over the three years examined. This decrease was largely the result of a change in policy. Starting in the 1997-98 academic year, the college no longer issued certificates of completion for most individual courses.

For disabled students, the total number of certificates earned decreased by 21 (77.8%) over the three years examined. In 1997-98, disabled students earned 3.9 percent of all certificates awarded. Certificates that required two years or more dropped by 2 (50.0%), while certificates that required one to two years decreased by 4 (57.1%).

Planning Impact: The statewide Academic Senate and the Chancellor's Office of the California Community Colleges are in the process of standardizing certification across the system. Until that time, the college might see further fluctuations in the number of certificates awarded.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Certificates Awarded by Race/Ethnicity

Certificates Awarded: Less than One Year								
Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	18	4.6	30	6.8	2	3.3	-16	-88.9
African-American	13	3.3	16	3.6	0	0.0	-13	-100.0
Filipino	17	4.3	11	2.5	0	0.0	-17	-100.0
Hispanic	49	12.5	57	13.0	13	21.3	-36	-73.5
Am. Indian/AK Native	1	0.3	8	1.8	1	1.6	0	0.0
Other Non-White	3	0.8	5	1.1	0	0.0	-3	-100.0
Pacific Islander	6	1.5	0	0.0	0	0.0	-6	-100.0
White	278	70.7	293	66.6	40	65.6	-238	-85.6
Decline to state	8	2.0	17	3.9	4	6.6	-4	-50.0
Non-respondent	0	0.0	3	0.7	1	1.6	1	.
Total	393	100.0	440	100.0	61	100.0	-332	-84.5

Certificates Awarded: One Year to Less Than Two Years								
Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	2	6.5	1	3.7	4	12.1	2	100.0
African-American	1	3.2	1	3.7	1	3.0	0	0.0
Filipino	0	0.0	0	0.0		0.0	0	.
Hispanic	7	22.6	4	14.8	3	9.1	-4	-57.1
Am. Indian/AK Native	0	0.0	0	0.0	0	0.0	0	.
Other Non-White	0	0.0	0	0.0	0	0.0	0	.
Pacific Islander	0	0.0	0	0.0	0	0.0	0	.
White	21	67.7	21	77.8	24	72.7	3	14.3
Decline to state	0	0.0	0	0.0	1	3.0	1	.
Non-respondent	0	0.0	0	0.0	0	0.0	0	.
Total	31	100.0	27	100.0	33	100.0	2	6.5

Certificates Awarded: Two Years and More								
Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	6	8.3	1	0.9	4	6.9	-2	-33.3
African-American	3	4.2	1	0.9	0	0.0	-3	-100.0
Filipino	3	4.2	6	5.4	0	0.0	-3	-100.0
Hispanic	11	15.3	18	16.2	10	17.2	-1	-9.1
Am. Indian/AK Native	0	0.0	0	0.0	0	0.0	0	.
Other Non-White	0	0.0	0	0.0	1	1.7	1	.
Pacific Islander	1	1.4	0	0.0	0	0.0	-1	-100.0
White	48	66.7	84	75.7	42	72.4	-6	-12.5
Decline to state	0	0.0	1	0.9	1	1.7	1	.
Non-respondent	0	0.0	0	0.0	0	0.0	0	.
Total	72	100.0	111	100.0	58	100.0	-14	-19.4

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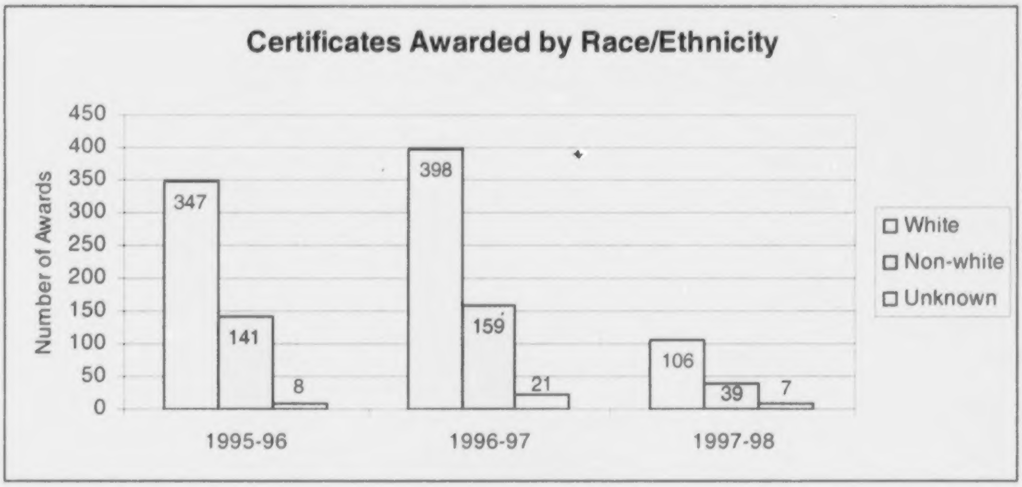
Total Certificates Awarded								
Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	26	5.2	32	5.5	10	6.6	-16	-61.5
African-American	17	3.4	18	3.1	1	0.7	-16	-94.1
Filipino	20	4.0	17	2.9	0	0.0	-20	-100.0
Hispanic	67	13.5	79	13.7	26	17.1	-41	-61.2
Am. Indian/AK Native	1	0.2	8	1.4	1	0.7	0	0.0
Other Non-White	3	0.6	5	0.9	1	0.7	-2	-66.7
Pacific Islander	7	1.4	0	0.0	0	0.0	-7	-100.0
White	347	70.0	398	68.9	106	69.7	-241	-69.5
Decline to state	8	1.6	18	3.1	6	3.9	-2	-25.0
Non-respondent	0	0.0	3	0.5	1	0.7	1	.
Total	496	100.0	578	100.0	152	100.0	-344	-69.4



Definition of Measure: This measure shows the total certificates awarded by race/ethnicity for three academic years. Certificates are grouped by the time and credit units needed to earn the awards.

Uses of Measure: This measure illustrates changes in awards earned by race/ethnicity categories of students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: Total certificates for the three years examined decreased by 344 (69.4%). This decrease was largely the result of a change in policy. Starting in the 1997-98 academic year, the college no longer issued certificates of completion for most individual courses. Certificates that required two years or more dropped by 14 (19.4%), while certificates that required one to two years increased by 2 (6.5%).

For 1997-98, White students accounted for 65.6 percent (40) of certificates that required less than one year, 72.7 percent of certificates that required from one year to two years, and 72.4 percent (42) of certificates that required two years and more.

Planning Impact: The statewide Academic Senate and the Chancellor's Office of the California Community Colleges are in the process of standardizing certification across the system. Until that time, the college might see further fluctuations in the number of certificates awarded.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges. *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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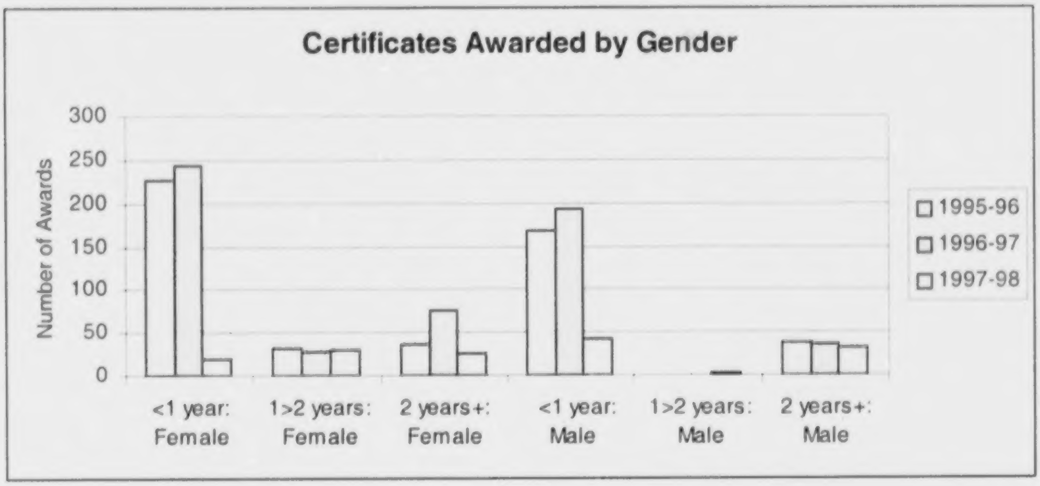

Award	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Female								
Certificate: less than 1 year	226	45.6	244	42.2	19	12.5	-207	-91.6
Certificate: 1 > 2 years	31	6.3	27	4.7	30	19.7	-1	-3.2
Certificate: 2 years and more	35	7.1	75	13.0	26	17.1	-9	-25.7
Subtotal Female	***292***	***58.9***	***346***	***59.9***	***75***	***49.3***	***-217***	***-74.3***
Male								
Certificate: less than 1 year	167	33.7	194	33.6	41	27.0	-126	-75.4
Certificate: 1 > 2 years	0	0.0	0	0.0	3	2.0	3	.
Certificate: 2 years and more	37	7.5	36	6.2	32	21.1	-5	-13.5
Subtotal Male	***204***	***41.1***	***230***	***39.8***	***76***	***50.0***	***-128***	***-62.7***
Non-respondent	0	0.0	2	0.3	1	0.7	1	.
Total	**496**	**100.0**	**578**	**100.0**	**152**	**100.0**	**-344**	**-69.4**

Definition of Measure: This measure shows the total certificates awarded by gender for three academic years. Certificates are grouped by the time and credit units needed to earn the awards.

Uses of Measure: This measure illustrates changes in awards earned by gender categories of students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: The number of certificates earned by women decreased by 217 (74.3%) over the three years examined. The number of certificates earned by men decreased by 128 (62.7%). In 1997-98, women and men earned nearly equal numbers of certificates, as opposed to associate degrees, in which women earned over twice the number of degrees than did men.

The decreases in certificates awarded were largely the result of policy changes. Starting in the 1997-98 academic year, the college no longer issued certificates of completion for most individual courses.

Planning Impact: The statewide Academic Senate and the Chancellor's Office of the California Community Colleges are in the process of standardizing certification across the system. Until that time, the college might see further fluctuations in the number of certificates awarded.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Certificates Awarded by TOP Code

Certificates Awarded: Less than One Year								
TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
BUSINESS & COMMERCE, GENERAL	1	0.3	0	0.0	0	0.0	-1	-100.0
ACCOUNTING	0	0.0	1	0.2	0	0.0	0	.
REAL ESTATE	68	17.3	72	16.4	0	0.0	-68	-100.0
COMPUTER & INFORMATION SCIENCES, GEN	122	31.0	0	0.0	0	0.0	-122	-100.0
HEALTH EDUCATION	1	0.3	0	0.0	0	0.0	-1	-100.0
DRAFTING TECHNOLOGY	0	0.0	3	0.7	6	9.8	6	.
INDUSTRIAL QUALITY CONTROL	0	0.0	4	0.9	1	1.6	1	.
ENVIRONMENTAL CONTROL	37	9.4	58	13.2	0	0.0	-37	-100.0
APPLIED PHOTOGRAPHY	0	0.0	5	1.1	1	1.6	1	.
NURSING	85	21.6	91	20.7	0	0.0	-85	-100.0
EMERGENCY MEDICAL TECHNICIAN	0	0.0	94	21.4	53	86.9	53	.
NUTRITION	79	20.1	112	25.5	0	0.0	-79	-100.0
TOTAL	393	100.0	440	100.0	61	100.0	-332	-84.5

Certificates Awarded: One Year to Less Than Two Years								
TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
CHILD DEVELOPMENT	0	0.0	27	100.0	33	100.0	33	.
HUMAN SERVICES	31	100.0	0	0.0	0	0.0	-31	-100.0
TOTAL	31	100.0	27	100.0	33	100.0	2	6.5

Certificates Awarded: Two Years and More								
TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
BUSINESS & COMMERCE, GENERAL	11	15.3	0	0.0	11	19.0	0	0.0
ACCOUNTING	7	9.7	2	1.8	2	3.4	-5	-71.4
BUSINESS MANAGEMENT	9	12.5	0	0.0	4	6.9	-5	-55.6
ELECTRONICS & ELECTRIC TECHNOLOGY	20	27.8	24	21.6	27	46.6	7	35.0
DRAFTING TECHNOLOGY	2	2.8	4	3.6	3	5.2	1	50.0
METALWORKING\WELDING	0	0.0	0	0.0	1	1.7	1	.
ENVIRONMENTAL CONTROL	0	0.0	1	0.9		0.0	0	.
APPLIED PHOTOGRAPHY	0	0.0	11	9.9	0	0.0	0	.
NURSING	5	6.9	56	50.5	0	0.0	-5	-100.0
SPEECH PATHOLOGY AND AUDIOLOGY	0	0.0	5	4.5	0	0.0	0	.
CHILD DEVELOPMENT	0	0.0	4	3.6	1	1.7	1	.
NUTRITION	7	9.7	0	0.0	0	0.0	-7	-100.0
ADMINISTRATION OF JUSTICE	10	13.9	4	3.6	9	15.5	-1	-10.0
HUMAN SERVICES	1	1.4	0	0.0	0	0.0	-1	-100.0
TOTAL	72	100.0	111	100.0	58	100.0	-14	-19.4

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Total Combined Certificates Awarded

TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
BUSINESS & COMMERCE, GENERAL	12	2.4	0	0.0	11	7.2	-1	-8.3
ACCOUNTING	7	1.4	3	0.5	2	1.3	-5	-71.4
BUSINESS MANAGEMENT	9	1.8	0	0.0	4	2.6	-5	-55.6
REAL ESTATE	68	13.7	72	12.5	0	0.0	-68	-100.0
COMPUTER & INFORMATION SCIENCES, GEN	122	24.6	0	0.0	0	0.0	-122	-100.0
HEALTH EDUCATION	1	0.2	0	0.0	0	0.0	-1	-100.0
ELECTRONICS & ELECTRIC TECHNOLOGY	20	4.0	24	4.2	27	17.8	7	35.0
DRAFTING TECHNOLOGY	2	0.4	7	1.2	9	5.9	7	350.0
METALWORKING\WELDING	0	0.0	0	0.0	1	0.7	1	.
INDUSTRIAL QUALITY CONTROL	0	0.0	4	0.7	1	0.7	1	.
ENVIRONMENTAL CONTROL	37	7.5	59	10.2	0	0.0	-37	-100.0
APPLIED PHOTOGRAPHY	0	0.0	16	2.8	1	0.7	1	.
NURSING	90	18.1	147	25.4	0	0.0	-90	-100.0
SPEECH PATHOLOGY AND AUDIOLOGY	0	0.0	5	0.9	0	0.0	0	.
EMERGENCY MEDICAL TECHNICIAN	0	0.0	94	16.3	53	34.9	53	.
CHILD DEVELOPMENT	0	0.0	31	5.4	34	22.4	34	.
NUTRITION	86	17.3	112	19.4	0	0.0	-86	-100.0
ADMINISTRATION OF JUSTICE	10	2.0	4	0.7	9	5.9	-1	-10.0
HUMAN SERVICES	32	6.5	0	0.0	0	0.0	-32	-100.0
TOTAL	496	100.0	578	100.0	152	100.0	-344	-69.4

Definition of Measure: This measure shows the total certificates awarded by TOP code for three academic years. Certificates are grouped by the time and credit units needed to earn the awards.

The Chancellor's Office of the CCC defines The Taxonomy of Programs (TOP) as "... a common numeric coding system by which districts and colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives." The TOP code labels generally coincide with the department from which they were issued, with some exceptions. For example TOP code 130600 is titled "Nutrition," although the certificate is issued from Hotel and Restaurant Management.

Uses of Measure: This measure illustrates changes in certificates awarded according to TOP code. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: Total certificates for the three years examined decreased by 344 (69.4%). This decrease was largely the result of a change in policy. Starting in the 1997-98 academic year, the college no longer issued certificates of completion for most individual courses. Certificates that required two years or more dropped by 14 (19.4%), while certificates that required one to two years increased by 2 (6.5%).

In 1997-98, the highest percentage of certificates awarded (combined categories) was for Emergency Medical Technician with 53 awards (32.9 %), followed by Child Development with 34 awards (22.4%), and Electronics and Electric Technology with 27 awards (17.8%).

Planning Impact: The statewide Academic Senate and the Chancellor's Office of the California Community Colleges are in the process of standardizing certification across the system. Until that time, the college might see further fluctuations in the number of certificates awarded.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Course Enrollment by Race/Ethnicity

Race/Ethnicity	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	937	5.0	852	4.9	870	4.6	1,080	5.3	1,049	4.8	112	12.0
Black	539	2.9	430	2.5	482	2.6	623	3.0	693	3.2	154	28.6
Filipino	453	2.4	455	2.6	542	2.9	567	2.8	643	2.9	190	41.9
Hispanic	3,154	16.9	3,106	17.7	3,555	19.0	3,929	19.1	4,082	18.6	928	29.4
Native American	187	1.0	208	1.2	197	1.1	212	1.0	272	1.2	85	45.5
Other Non-White	202	1.1	211	1.2	223	1.2	653	3.2	652	3.0	450	222.8
Pacific Islander	41	0.2	71	0.4	81	0.4	81	0.4	78	0.4	37	90.2
Total Non-White	5,513	29.5	5,333	30.4	5,950	31.8	7,145	34.8	7,469	34.1	1,956	35.5
White	13,162	70.5	12,192	69.6	12,786	68.2	12,791	62.3	13,194	60.2	32	0.2
Decline to state	.	.	.	.	.	.	586	2.9	1,257	5.7	.	.
Non-respondent	.	.	.	.	2	0.0	3	0.0	11	0.1	.	.
Total	18,675	100.0	17,525	100.0	18,738	100.0	20,525	100.0	21,931	100.0	3,256	17.4

Definition of Measure: This measure shows the aggregate of credit and noncredit course enrollments for racial/ethnic groups.

Uses of Measure: Course enrollment reflects the instruction provided by the college that can be quantified by categories of students served and curricular areas offered. An aggregate of course enrollment by racial/ethnic groups enables analysis for these important demographic sectors.

Analysis: In Fall 1997, White students completed 60.2 percent of the courses. However, the trend shows a decreasing share for this demographic group, from 70.5 percent in Fall 1993. Hispanic students completed the second largest percentage of courses in Fall 1997, at 18.6 percent, and contributed the largest net student increase of any racial/ethnic group, at 928 students.

Over the five-year period examined, White students increased by 0.2 percent, while the total of non-White students increased by 35.5 percent.

It should be noted the category "Decline to State" is a relatively new option on questionnaires. Students may continue to choose "Other Non-White" and "Decline to State" at increasing rates, creating problems of validity for the analyses of trends.

Planning Impact: Course enrollment for Fall 1997 revealed that racial/ethnic demographic sectors enrolled in courses in similar proportions to their population mix. However, large increases in the categories of "Other Non-White" and "Decline to State" will make trend analysis more difficult. In fact, increasing instability of the data will continue until colleges and governments standardize the way the race/ethnic data are gathered.

Sources:

- Santa Clarita Community College District, Management Information System (SB and SX files), full term reporting: Fall 1993 to Fall 1997.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

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Course Enrollment by Gender

Gender	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	10,468	56.1	9,990	57.0	10,742	57.3	11,652	56.8	12,607	57.5	2,139	20.4
Male	8,207	43.9	7,535	43.0	7,996	42.7	8,873	43.2	9,324	42.5	1,117	13.6
Total	18,675	100.0	17,525	100.0	18,738	100.0	20,525	100.0	21,931	100.0	3,256	17.4

Definition of Measure: This measure shows the aggregate of credit and noncredit course enrollment for gender groups.

Uses of Measure: Course enrollment reflects the instruction provided by the college that can be quantified by categories of students served and curricular areas offered. An aggregate of course enrollment by gender groups enables analysis for these important demographic sectors.

Analysis: In Fall 1997, female students completed 57.5 percent of the total courses, while males completed 42.5 percent. The trend reveals a slight increase by females from 56.1 percent in Fall 1993.

Between Fall 1993 and Fall 1997, courses by females increased by 20.4 percent, compared with a 13.6 percent increase for males, and a 17.4 percent increase overall.

Planning Impact: As females find greater social and economic equality, the college will experience further disproportionately high enrollment by females. Demands on services may continue to shift to those required by females.

Sources:

- Santa Clarita Community College District, Management Information System (Student Basic and Student Enrollment Files), full term reporting: Fall 1993 to Fall 1997.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

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Course Enrollment by Letter Grade

Grades	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
A	4,800	25.7	4,371	24.9	4,444	23.7	4,679	22.8	5,529	25.2	729	15.2
B	3,348	17.9	3,014	17.2	3,094	16.5	3,219	15.7	3,917	17.9	569	17.0
C	2,581	13.8	2,361	13.5	2,329	12.4	2,373	11.6	2,893	13.2	312	12.1
D	811	4.3	713	4.1	732	3.9	817	4.0	959	4.4	148	18.2
F	1,779	9.5	1,606	9.2	1,641	8.8	1,832	8.9	2,461	11.2	682	38.3
I	190	1.0	145	0.8	156	0.8	97	0.5	120	0.5	-70	-36.8
W	2,671	14.3	2,691	15.4	2,656	14.2	3,444	16.8	2,956	13.5	285	10.7
CR	986	5.3	1,161	6.6	1,391	7.4	1,378	6.7	655	3.0	-331	-33.6
NC	428	2.3	593	3.4	557	3.0	704	3.4	254	1.2	-174	-40.7
IP	20	0.1	15	0.1	23	0.1	49	0.2	24	0.1	4	20.0
RD	.	.	.	.	.	.	11	0.1	61	0.3	.	.
UG	1,061	5.7	855	4.9	1,715	9.2	1,901	9.3	2,074	9.5	1,013	95.5
Total	18,675	100.0	17,525	100.0	18,738	100.0	20,504	100.0	21,903	100.0	3,228	17.3

Definition of Measure: This measure shows the aggregate, duplicated counts of course enrollment for each of the letter grade notations earned by students, without regard to the unit value of the courses. These letter grades are as of the end-of-term for students who persist in the course on or after the first census (usually the fourth week for regularly scheduled semester classes). The traditional grades are A, B, C, D, and F. "CR" represents credit while "NC" indicates no credit under a pass/fail option, in lieu of traditional letter grades. "W" is a withdrawal after the first census. "I" represents an incomplete, wherein a student has an agreement with the instructor to complete course requirements before a specified date. "UG" indicates ungraded, a designation used commonly for noncredit classes. "RD" represents "report delayed," a designation used when the instructor does not turn in the grades on time. "IP" stands for "in progress" for the classes that overlap terms. "MW" represents an excusable military withdrawal.

Uses of Measure: An aggregate of course enrollment for each of the letter grade designations enables detailed analysis of student achievement on a grade-by-grade basis. In addition, since combinations of letter grades are used to measure rates for successful course completion, course retention, and term-to-term persistence, a listing for each grade designation enables better understanding of these measures. Such a listing also facilitates tracking trends for individual grades.

Analysis: In Fall 1997, letter grades most frequently earned were "A" by 25.2 percent of total course enrollments, "B" by 17.9 percent, and "W" by 13.5 percent. Beginning in Fall 1997, the English department changed many of the basic skills courses from CR/NC to letter grading. This partially explains why, over the five-year period, "NC" designations dropped by 40.7 percent, and "CR" designations dropped by 33.6 percent. "I" designations dropped by 36.8 percent, despite a 17.3 increase in total letter grade designations. In addition, "F" grades increased by 38.3. The offsetting changes in "I" and "F" designations may have resulted from a policy change that sought to restrict the number of "I" designations awarded. "UG" designations increased by 95.5 percent over the five-year period. The "UG" designation represents positive attendance in General Studies, the majority of which are earned in the Tutoring/Learning/Computing Lab (TLC). Increased TLC use can be attributed to increased personnel, equipment, and programs to heighten student awareness of services offered.

Planning Impact: Departments should review letter grade distributions as part of their program reviews.

Sources:

- *California Community Colleges, Management Information System, Student Characteristic Comparison Report, Full Term Reporting Student Headcount Comparison.* Fall 1993 to Fall 1997.
- Chancellor's Office California Community Colleges. *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Credit Course Enrollment by Academic Department and Division

Credit Course Enrollment by Academic Department

Department	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
ADMJUS	330	1.9	345	2.1	280	1.6	276	1.5	205	1.0	-125	-37.9
ANTHRO	328	1.9	329	2.0	292	1.7	278	1.5	332	1.7	4	1.2
ARCH	.	.	.	.	28	0.2	.	.	.	.	.	.
ART	413	2.3	399	2.4	464	2.7	444	2.4	515	2.6	102	24.7
ASTRON	31	0.2	44	0.3	130	0.8	48	0.3	127	0.6	96	309.7
BIOSCI .	635	3.6	577	3.5	649	3.8	629	3.4	630	3.2	-5	-0.8
BUS	1,671	9.5	1,302	7.8	1,333	7.8	1,480	8.0	1,504	7.6	-167	-10.0
CHEM	247	1.4	219	1.3	201	1.2	231	1.2	204	1.0	-43	-17.4
CHLDEV	455	2.6	409	2.5	473	2.8	546	2.9	533	2.7	78	17.1
CINEMA	167	0.9	164	1.0	201	1.2	179	1.0	260	1.3	93	55.7
CMPELC	134	0.8	91	0.5	136	0.8	128	0.7	123	0.6	-11	-8.2
COMPSC	237	1.3	154	0.9	123	0.7	181	1.0	165	0.8	-72	-30.4
CWE*	1	0.0	8	0.0	7	0.0	.	.	.	.	.	.
DANCE	226	1.3	162	1.0	205	1.2	231	1.2	323	1.6	97	42.9
DRAFTC	158	0.9	169	1.0	148	0.9	161	0.9	221	1.1	63	39.9
ECON	219	1.2	189	1.1	186	1.1	197	1.1	225	1.1	6	2.7
ENGL	2,073	11.8	1,838	11.0	2,060	12.1	2,211	11.9	2,652	13.4	579	27.9
ENVRMT	123	0.7	71	0.4	31	0.2	59	0.3	47	0.2	-76	-61.8
ESL	.	.	178	1.1	128	0.8	233	1.3	152	0.8	.	.
FIRECT	.	.	.	.	.	.	.	.	80	0.4	.	.
FRENCH	79	0.4	47	0.3	48	0.3	56	0.3	71	0.4	-8	-10.1
GEN ST	224	1.3	160	1.0	207	1.2	262	1.4	278	1.4	54	24.1
GEOG	214	1.2	135	0.8	123	0.7	113	0.6	118	0.6	-96	-44.9
GEOL	275	1.6	302	1.8	282	1.7	276	1.5	277	1.4	2	0.7
GERMAN	65	0.4	60	0.4	34	0.2	36	0.2	19	0.1	-46	-70.8
HEALTH	36	0.2	35	0.2	60	0.4	85	0.5	98	0.5	62	172.2
HIST	903	5.1	904	5.4	935	5.5	1,052	5.7	1,199	6.1	296	32.8
HRM	58	0.3	74	0.4	58	0.3	73	0.4	81	0.4	23	39.7
IDS	.	.	.	.	41	0.2	26	0.1	39	0.2	.	.
ITECH CWE	.	.	.	.	.	.	.	.	1	0.0	.	.
JOURN	241	1.4	328	2.0	315	1.9	273	1.5	231	1.2	-10	-4.1
LMTECH	.	.	.	.	.	.	.	.	81	0.4	.	.
MATH	1,976	11.2	1,911	11.5	1,805	10.6	2,093	11.3	2,378	12.0	402	20.3
MECHAN	17	0.1	.	.	.	.	.	.	.	.	.	.
MUSIC	465	2.6	379	2.3	329	1.9	415	2.2	427	2.2	-38	-8.2
NURSNG	488	2.8	545	3.3	482	2.8	533	2.9	482	2.4	-6	-1.2
P E	1,407	8.0	1,401	8.4	1,508	8.9	1,623	8.7	1,469	7.4	62	4.4
PERDEV	86	0.5	171	1.0	197	1.2	120	0.6	148	0.7	62	72.1
PHILOS	261	1.5	264	1.6	250	1.5	368	2.0	362	1.8	101	38.7
PHOTO	143	0.8	140	0.8	123	0.7	140	0.8	165	0.8	22	15.4
PHYSIC	68	0.4	57	0.3	66	0.4	56	0.3	62	0.3	-6	-8.8
POLISC	545	3.1	611	3.7	634	3.7	695	3.7	668	3.4	123	22.6
PSYCH	868	4.9	880	5.3	823	4.8	902	4.9	1,011	5.1	143	16.5
PUBREL	25	0.1	23	0.1	19	0.1	23	0.1	.	.	.	.
QCTECH	.	.	17	0.1	.	.	19	0.1	18	0.1	.	.
R E	141	0.8	58	0.3	50	0.3	57	0.3	36	0.2	-105	-74.5
RDIOTV	83	0.5	69	0.4	56	0.3	72	0.4	69	0.3	-14	-16.9
SOC	592	3.4	575	3.5	522	3.1	633	3.4	606	3.1	14	2.4
SPAN	272	1.5	263	1.6	298	1.8	320	1.7	304	1.5	32	11.8
SPCOM	461	2.6	453	2.7	455	2.7	539	2.9	541	2.7	80	17.4
THEATR	71	0.4	64	0.4	66	0.4	84	0.5	89	0.5	18	25.4
WELD	82	0.5	81	0.5	138	0.8	108	0.6	146	0.7	64	78.0
TOTAL	17,594	100.0	16,655	100.0	16,999	100.0	18,564	100.0	19,772	100.0	2,178	12.4

Notes: "." designates missing or non-applicable data.
*CWE courses were counted by department after Fall 1995.

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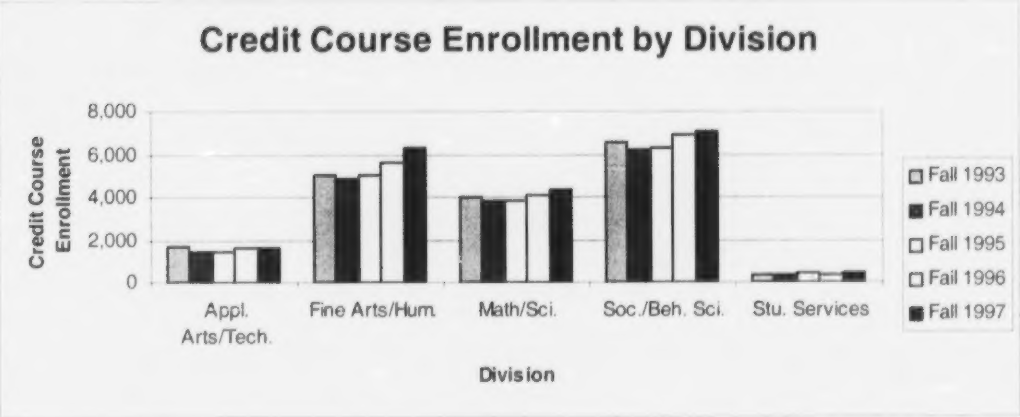

Division	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Applied Arts/ Technology	1,735	9.9	1,469	8.8	1,437	8.5	1,608	8.7	1,656	8.4	-79	-4.6
Fine Arts/ Humanities	5,045	28.7	4,831	29.0	5,051	29.7	5,624	30.3	6,261	31.7	1,216	24.1
Math/ Science	3,970	22.6	3,825	23.0	3,798	22.3	4,064	21.9	4,376	22.1	406	10.2
Social/Beh. Sciences	6,533	37.1	6,191	37.2	6,302	37.1	6,886	37.1	7,053	35.7	520	8.0
Student Services	311	1.8	339	2.0	411	2.4	382	2.1	426	2.2	115	37.0
Total	17,594	100.0	16,655	100.0	16,999	100.0	18,564	100.0	19,772	100.0	2,178	12.4

Definition of Measure: Course enrollment is the sum of students receiving a letter grade of A, B, C, D, F, CR, NC, I, or W, as the official record at the completion of the course. Excluded are noncredit course enrollment or those with a reported grade of IP, RD, UD, UG, and XX. (Refer to *Course Enrollment by Letter Grade* for definition of letter grades.)

Uses of Measure: Course enrollment reflects the instruction provided by the college that can be quantified by categories of students served and curricular areas offered. Changes in course enrollment are attributable to student demand, the ability of the college to change curriculum, and staffing conditions, among other factors.

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Analysis: Referring to academic departments, the overall growth between Fall 1993 and Fall 1997 was 12.4 percent. This compares to a growth in headcount enrollment between the same terms of 15.5 percent. The highest number growth between the two terms was in English (579), Math (402), and History (296). The greatest decline in number were in Business (-167), Administration of Justice (-125), and Real Estate (-105). The highest percentage growth was in Astronomy (309.7%), Health (172.2%), and Welding (78.0%). The greatest decline in percentage were in Real Estate (-74.5%), German (-70.8), and Environmental Control (-61.8%).

For Fall 1997, the highest contributors to total credit course enrollment were English (13.4%), Math (12.0%), Business (7.6%), and P E (7.4%).

At the division level, the greatest number growth between Fall 1993 and Fall 1997 was in Fine Arts and Humanities (1,216), followed by Social and Behavioral Sciences (520). Student Services had the greatest percentage growth (37.0%). Applied Arts and Technology was the only division to decline in credit course enrollment (-4.6%).

For Fall 1997, Social and Behavioral Sciences made the greatest contribution to total credit course enrollment with 35.7 percent (7,053), followed by Fine Arts and Humanities with 31.7 percent (6,261).

Planning Impact: The size and diversity of growth of the College necessitates a greater degree of analyses of the productivity of departments and divisions. This information may help in tracking both the past performance and as a guide to future change.

In addition, departments may review enrollment distributions as part of their program reviews.

Source:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), full term reporting: Fall 1993 to Fall 1997.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Notes:

- CWE courses were combined with the primary department where *Taxonomy of Programs* (TOP) codes were similar.
- Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

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Attempted Credit Course Enrollment
By Letter Grade and Success Rate

Grades	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
A	4,800	27.3	4,371	26.2	4,444	26.1	4,682	25.2	5,544	28.0	744	15.5
B	3,348	19.0	3,014	18.1	3,094	18.2	3,219	17.3	3,917	19.8	569	17.0
C	2,581	14.7	2,361	14.2	2,329	13.7	2,373	12.8	2,893	14.6	312	12.1
CR	986	5.6	1,161	7.0	1,391	8.2	1,396	7.5	668	3.4	-318	-32.3
D	811	4.6	713	4.3	732	4.3	817	4.4	959	4.9	148	18.2
F	1,779	10.1	1,606	9.6	1,641	9.7	1,832	9.9	2,461	12.4	682	38.3
I	190	1.1	145	0.9	155	0.9	97	0.5	120	0.6	-70	-36.8
NC	428	2.4	593	3.6	557	3.3	704	3.8	254	1.3	-174	-40.7
W	2,671	15.2	2,691	16.2	2,656	15.6	3,444	18.6	2,956	15.0	285	10.7
Attempted	17,594	100.0	16,655	100.0	16,999	100.0	18,564	100.0	19,772	100.0	2178	12.4
Successful	11,715	66.6	10,907	65.5	11,258	66.2	11,670	62.9	13,022	65.9	1307	11.2

Definition of Measures: Attempted credit course enrollment shows the aggregate, duplicated counts of course enrollment for each of the letter grades earned by students, without regard to the unit value for the courses. Attempted course enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. Designations of RD, UD, UG, and XX, are excluded from this analysis. (See *Course Enrollment by Letter Grade* for definitions.)

The successful course completion rate is the sum of course enrollment receiving an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment.

Uses of Measures: An aggregate of credit course enrollment for each of the letter grade designations enables detailed analysis of student achievement on a grade-by-grade basis. In addition, since combinations of letter grades are used to measure rates for successful course completion, course retention, and term-to-term persistence, a listing for each grade designation enables better understanding of these measures. Such a listing also facilitates tracking trends for individual grades.

Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas.

Analysis: "A" had the highest proportion of all grades in Fall 1997, at 28.0 percent; with "B" second with 19.8 percent; and "W" third with 15.0 percent. This trend was repeated over the five terms examined.

The changes between Fall 1993 and Fall 1997 terms were greatest for "CR" (-32.3%), "NC" (-40.7%), "I" (-36.8%), and "F" (38.3%). Beginning in Fall 1997, English department changed most of the CR/NC designations to letter grades for courses in basic skills. In addition, over the five years studied, the college strengthened its "Incomplete" policy, encouraging instructors to grant a letter grade other than "I," unless explicitly requested by the student. These changes help explain the increase in the letter grade of "F."

The success rate was 65.9 percent for Fall 1997. This percentage remained stable across the five terms studied, with the exception of Fall 1996, which dropped to 62.9 percent. This drop coincided with a larger-than-normal increase of withdrawals in Fall 1996.

Planning Impact: Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. In addition, departments should review their success rates and letter grade distributions as part of their program reviews.

Sources:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1993 to Fall 1997, SX file.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Credit Vocational Education Course Enrollment by Department and Division

Credit Vocational Education Course Enrollment by Department

Department	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
ADMJUS	330	7.2	345	8.4	280	6.9	276	6.3	205	4.5	-125	-37.9
ART	.	.	.	.	.	.	.	.	31	0.7	.	.
BIOSCI	.	.	.	.	.	.	2	0.0	1	0.0	.	.
BUS	1,671	36.4	1,302	31.9	1,333	33.0	1,480	33.6	1,504	33.0	-167	-10.0
CHEM	.	.	.	.	2	0.0	.	.	.	.	.	.
CHLDEV	455	9.9	409	10.0	473	11.7	546	12.4	533	11.7	78	17.1
CINEMA	167	3.6	164	4.0	201	5.0	179	4.1	260	5.7	93	55.7
CMPELC	134	2.9	91	2.2	136	3.4	128	2.9	122	2.7	-12	-9.0
COMPSC	237	5.2	154	3.8	123	3.0	181	4.1	165	3.6	-72	-30.4
CWE	1	0.0	8	0.2	7	0.2	.	.	.	.	.	.
DRAFTC	158	3.4	169	4.1	148	3.7	161	3.7	221	4.9	63	39.9
ELTEC	.	.	.	.	.	.	.	.	1	0.0	.	.
ENVRMT	123	2.7	71	1.7	31	0.8	59	1.3	47	1.0	-76	-61.8
FIRECT	.	.	.	.	.	.	.	.	80	1.8	.	.
GEN ST	.	.	.	.	.	.	13	0.3	23	0.5	.	.
HEALTH	36	0.8	35	0.9	60	1.5	85	1.9	98	2.2	62	172.2
HRM	58	1.3	74	1.8	58	1.4	73	1.7	81	1.8	23	39.7
ITECH	.	.	.	.	.	.	.	.	1	0.0	.	.
JOURN	241	5.3	328	8.0	315	7.8	273	6.2	231	5.1	-10	-4.1
MECHAN	17	0.4	.	.	.	.	.	.	.	.	.	.
LMTECH	.	.	.	.	.	.	.	.	22	0.5	.	.
MATH	.	.	.	.	.	.	.	.	12	0.3	.	.
NURSNG	488	10.6	545	13.3	482	11.9	533	12.1	482	10.6	-6	-1.2
PHOTO	143	3.1	140	3.4	123	3.0	140	3.2	162	3.6	19	13.3
PUBREL	25	0.5	23	0.6	19	0.5	23	0.5	.	.	.	.
QCTECH	.	.	17	0.4	.	.	19	0.4	18	0.4	.	.
R E	141	3.1	58	1.4	50	1.2	57	1.3	36	0.8	-105	-74.5
RDIOTV	83	1.8	69	1.7	56	1.4	72	1.6	69	1.5	-14	-16.9
SPEECH	.	.	.	.	.	.	.	.	3	0.1	.	.
WELD	82	1.8	81	2.0	138	3.4	108	2.5	146	3.2	64	78.0
Subtotal-Vocational	4,590	100.0	4,083	100.0	4,035	100.0	4,408	100.0	4,554	100.0	-36	-0.8
Subtotal-Non-Vocational	13,004	73.9	12,572	75.5	12,964	76.3	14,156	76.3	15,218	77.0	2,214	17.0
Total	17,594	--	16,655	--	16,999	--	18,564	--	19,772	--	2,178	12.4

Notes: "." designates missing or non-applicable data.
*CWE courses were counted by department after Fall 1995.

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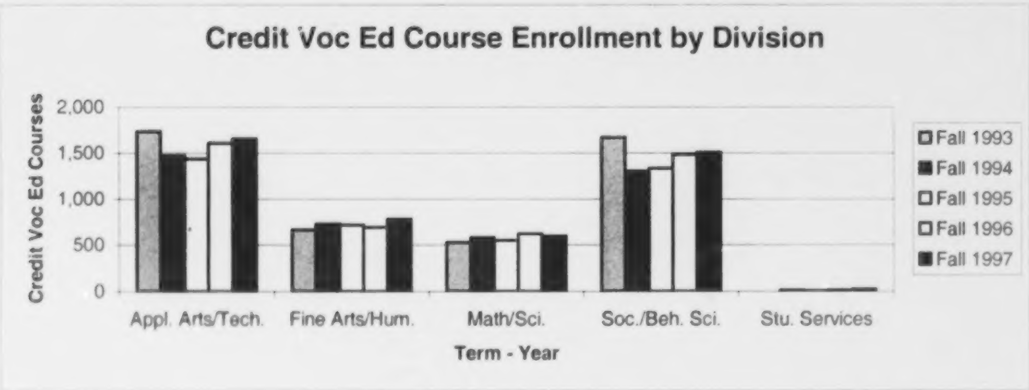
Credit Voc Ed Course Enrollment by Division



Division	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
Applied Arts/ Technology	1,735	37.8	1,469	36.0	1,437	35.6	1,608	36.5	1,656	36.4	-79	-4.6
Fine Arts/ Humanities	659	14.4	724	17.7	714	17.7	687	15.6	778	17.1	119	18.1
Math/ Science	524	11.4	580	14.2	544	13.5	620	14.1	593	13.0	69	13.2
Social/Beh. Sciences	1,671	36.4	1,302	31.9	1,333	33.0	1,480	33.6	1,504	33.0	-167	-10.0
Student Services	1	0.0	8	0.2	7	0.2	13	0.3	23	0.5	22	2,200.0
Total	4,590	100.0	4,083	100.0	4,035	100.0	4,408	100.0	4,554	100.0	-36	-0.8

Definition of Measure: Course enrollment is the sum of students receiving a letter grade of A, B, C, D, F, CR, NC, I, or W, as the official record at the completion of the course. Excluded are noncredit course enrollments or those with a reported grade of IP, RD, UD, UG, and XX. (Refer to *Course Enrollment by Letter Grade* for definition of letter grades.)

Vocational Education disciplines include courses with a *Student Accounting Manual* (SAM) code: A -- Apprenticeship (not applicable at the college at this time); B -- Advanced Occupational; C -- Clearly Occupational; and D -- Possibly Occupational that also is academically pertinent and transferable. Any course designated A, B, C, or D must be in a *Taxonomy of Programs* (TOP) discipline designated as vocational.

Uses of Measure: Course enrollment reflects the instruction provided by the College that can be quantified by categories of students served and curricular areas offered. Changes in course enrollment are attributable to student demand, the ability of the College to change curriculum, and staffing conditions, among other factors.

Analysis: Overall, credit vocational education course enrollment at the college declined -0.8 percent (-36 courses) between Fall 1993 and Fall 1997, compared to growth of 17.0 percent for non-vocational credit courses. This compares to a growth in headcount enrollment between the same terms of 15.5 percent. The highest number growth between the two terms was in Cinema (93), Child Development (78), and Welding (64). Largest declines in vocational course enrollment occurred in Business (-167), Administration of Justice (-125), and Real Estate (-105).

At the division level, the highest number growth between Fall 1993 and Fall 1997 were in Fine Arts/Humanities Division (119) and Math/Science Division (69). The largest number declines occurred in Social/Behavioral Sciences Division (-167), and Applied Arts/Technology Division (-79).

For Fall 1997, Applied Arts/Technology Division made the greatest contribution to total credit vocational education course enrollments with 36.4 percent (1,656), followed by Social Behavioral Sciences Division with 33.0 percent (1,504).

Planning Impact: Changes in vocational education reflect similar changes in the job economy. This information may help planning by showing how the college has responded to those changes.

In addition, departments may review vocational education enrollment distributions as part of their program reviews.

Sources:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1993 to Fall 1997, SX and CB files.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Notes: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

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Declared Educational Goals of All Students

Educational Goals	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997		Change	
	N	%	N	%	N	%	N	%	N	%	N	%
BA after AA	2,700	41.6	2,765	44.9	2,860	45.1	1,881	27.1	1,277	17.0	-1,423	-52.7
BA w/o AA	553	8.5	528	8.6	525	8.3	303	4.4	208	2.8	-345	-62.4
AA w/o Transfer	166	2.6	164	2.7	157	2.5	104	1.5	84	1.1	-82	-49.4
Voc. Ed. Degree w/o Transfer	434	6.7	428	7.0	480	7.6	293	4.2	213	2.8	-221	-50.9
Voc Ed. Certificate w/o Transfer	208	3.2	180	2.9	198	3.1	115	1.7	86	1.1	-122	-58.7
Formulate Career Interests	.	.	.	.	.	.	.	.	201	2.7	.	.
Prepare for New Career	496	7.6	470	7.6	466	7.3	309	4.5	83	1.1	-413	-83.3
Advance in Current Career	179	2.8	173	2.8	208	3.3	87	1.3	47	0.6	-132	-73.7
Educational Development	299	4.6	261	4.2	281	4.4	173	2.5	1	0.0	-298	-99.7
Improve Basic Skills	.	.	.	.	.	.	.	.	2	0.0	.	.
Complete Credits for HS Diploma	49	0.8	70	1.1	88	1.4	65	0.9	0	0.0	-49	-100.0
Undecided	1,405	21.7	1,119	18.2	1,080	17.0	3,603	52.0	5,296	70.6	3,891	276.9
Total	6,489	100.0	6,158	100.0	6,343	100.0	6,933	100.0	7,498	100.0	1,009	15.5

Definition of Measure: This measure shows initial declared goals of students as stated on their applications (SB14).

Uses of Measure: Student declared goals identify the primary purposes for which students are enrolled. Caution should be exercised in interpreting initial declared goals, since the goals were stated before interaction with the matriculation process, and should be considered uninformed.

Analysis: Prior to Fall 1996, educational goals were obtained from every student every term via either the application form or the Student Information Update ("Green Sheet"). Beginning in Fall 1996, the Student Information Update was no longer used. Thereafter, the application form was the only systematic source of information. Students are required to complete this form one time only, before their first term at College of the Canyons. This helps explain the change in percentages beginning in Fall 1996, such as "Undecided."

Planning Impact: This information is of vital importance for planning and research. The collection of student educational goal information each term should have top priority in the planning of the Datatel integrated information system.

Sources:

- Santa Clarita Community College District, Management Information System (Student Basic Files), full term reporting: Fall 1993 to Fall 1997.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

Note: Slight differences in total enrollment between local and statewide reports are due to editing procedures by the California Community Colleges, MIS, which are not performed locally.

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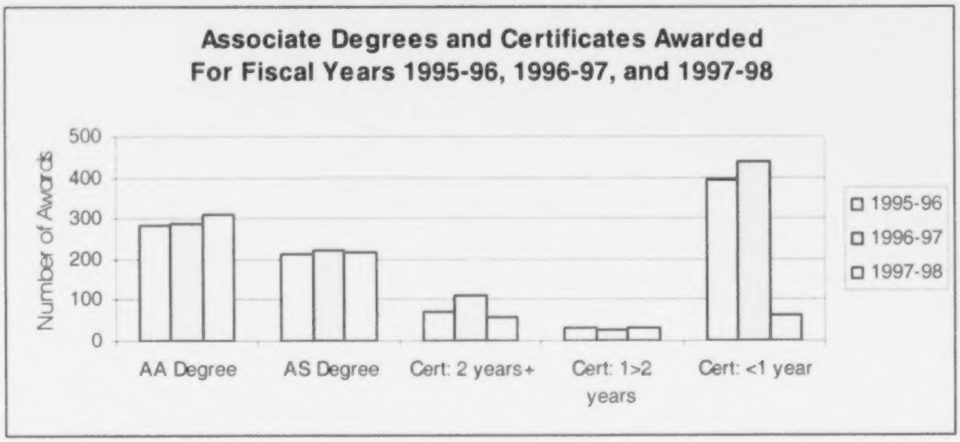
Associate Degrees and Certificates Awarded For Fiscal Years 1995-96, 1996-97, and 1997-98

Award	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Degrees: AA	282	56.9	288	56.5	310	58.6	28	9.9
Degrees: AS	214	43.1	222	43.5	219	41.4	5	2.3
Total Degrees	***496***	***100.0***	***510***	***100.0***	***529***	***100.0***	***33***	***6.7***
Certificates: 2 years and more	72	14.5	111	19.2	58	38.2	-14	-19.4
Certificates: 1 to less than 2 years	31	6.3	27	4.7	33	21.7	2	6.5
Certificates: less than 1 year	393	79.2	440	76.1	61	40.1	-332	-84.5
Total Certificates	***496***	***100.0***	***578***	***100.0***	***152***	***100.0***	***-344***	***-69.4***
Combined **Total**	992	100.0	1,088	100.0	681	100.0	-311	-31.4

Definition of Measure: This measure shows the total degrees and certificates awarded during three academic years. Type of certificate indicates the time and credit units needed to earn the certificate.

Uses of Measure: An award represents a completed educational goal for students and an achieved product for the institution.

Analysis: Total associate degrees for the three years examined increased by 33 (6.7%). The number of AA degrees increased by 28 (9.9%), while the number of AS degrees increased by 5 (2.3%).

Total certificates for the three years examined decreased by 344 (69.4%). This decrease was largely the result of a change in policy. Starting in the 1997-98 academic year, the college no longer issued certificates of completion for most individual courses. Certificates that required two years or more dropped by 14 (19.4%), while certificates that required one to two years increased by 2 (6.5%).

Planning Impact: The number of degrees awarded in each of the three academic years remained relatively stable, increasing by 33 (6.6 percent growth). With a two or three year time-to-degree completion, the increase surpasses the change in enrollment from Fall 1993 to Fall 1995. Enrollment decreased by 2.3 percent during that time period, from 6,486 to 6,340. Should the degree completion rate remain proportional, the college can look forward to increasing numbers of degrees awarded annually, given the sizable increases in enrollment since Fall 1995.

The statewide Academic Senate and the Chancellor's Office of the California Community Colleges are in the process of standardizing certification across the system. Until that time, the college might see further fluctuations in certificate awards.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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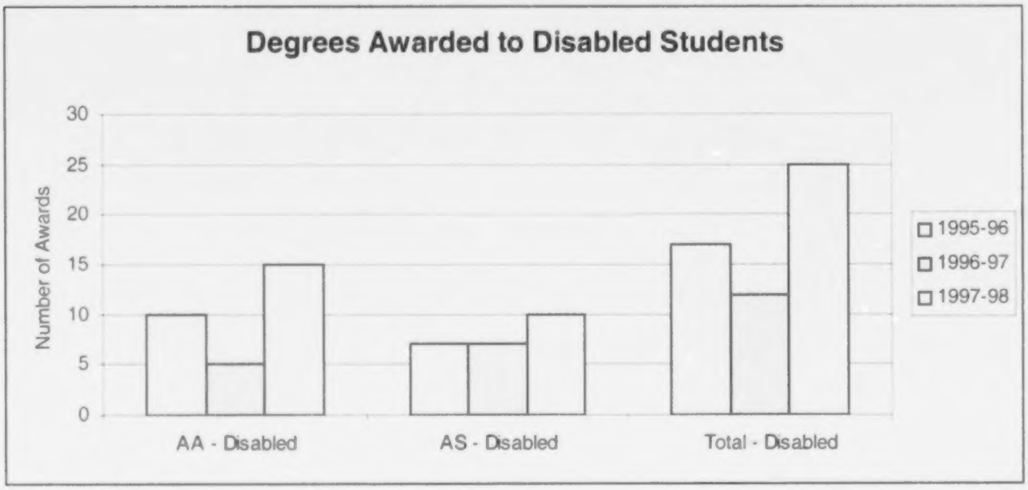

Award	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
AA - Disabled	10	2.0	5	1.0	15	2.8	5	50.0
AS - Disabled	7	1.4	7	1.4	10	1.9	3	42.9
Subtotal Disabled	***17***	***3.4***	***12***	***2.4***	***25***	***4.7***	***8***	***47.1***
Degrees - Non-disabled	479	96.6	498	97.6	504	95.3	25	5.2
Total Degrees	**496**	**100.0**	**510**	**100.0**	**529**	**100.0**	**33**	**6.7**

Definition of Measure: This measure shows the total degrees awarded to disabled students for three academic years.

Uses of Measure: This measure illustrates changes in awards earned by disabled students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: The total number of associate degrees earned by disabled students increased by 8 (47.1%) over the three years examined; however, disabled students earned 4.7 percent of all degrees awarded in 1997-98. AA degrees earned by disabled students increased by 5 (50.0%) over the three years examined, while AS degrees earned by disabled students increased by 3 (42.9%).

Planning Impact: With the expanding emphasis on student equity/success, the college should work to expand its methods to help the increasingly diverse student population achieve its goals. Willingness, open-mindedness, and the ability to react with speed, flexibility and accommodation of students' changing needs will be the hallmarks of the successful institution of the future.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Associate Degrees Awarded by Race/Ethnicity

AA Degrees Awarded

Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	21	7.4	10	3.5	10	3.2	-11	-52.4
African-American	6	2.1	3	1.0	8	2.6	2	33.3
Filipino	6	2.1	1	0.3	5	1.6	-1	-16.7
Hispanic	43	15.2	43	14.9	55	17.7	12	27.9
Am. Indian/AK Native	1	0.4	5	1.7	2	0.6	1	100.0
Other Non-White	3	1.1	3	1.0	6	1.9	3	100.0
Pacific Islander	1	0.4	1	0.3	0	0.0	-1	-100.0
White	198	70.2	219	76.0	217	70.0	19	9.6
Decline to state	.	.	2	0.7	7	2.3	.	.
Non-respondent	3	1.1	1	0.3	0	0.0	-3	-100.0
Total	282	100.0	288	100.0	310	100.0	28	9.9

AS Degrees Awarded

Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	16	7.5	13	5.9	14	6.4	-2	-12.5
African-American	4	1.9	1	0.5	6	2.7	2	50.0
Filipino	10	4.7	8	3.6	8	3.7	-2	-20.0
Hispanic	28	13.1	33	14.9	24	11.0	-4	-14.3
Am. Indian/AK Native	2	0.9	1	0.5	1	0.5	-1	-50.0
Other Non-White	4	1.9	2	0.9	2	0.9	-2	-50.0
Pacific Islander	1	0.5	0	0.0	1	0.5	0	0.0
White	146	68.2	158	71.2	159	72.6	13	8.9
Decline to state	.	.	3	1.4	3	1.4	.	.
Non-respondent	3	1.4	3	1.4	1	0.5	-2	-66.7
Total	214	100.0	222	100.0	219	100.0	5	2.3

Total Associate Degrees Awarded

Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
Asian	37	7.5	23	4.5	24	4.5	-13	-35.1
African-American	10	2.0	4	0.8	14	2.6	4	40.0
Filipino	16	3.2	9	1.8	13	2.5	-3	-18.8
Hispanic	71	14.3	76	14.9	79	14.9	8	11.3
Am. Indian/AK Native	3	0.6	6	1.2	3	0.6	0	0.0
Other Non-White	7	1.4	5	1.0	8	1.5	1	14.3
Pacific Islander	2	0.4	1	0.2	1	0.2	-1	-50.0
White	344	69.4	377	73.9	376	71.1	32	9.3
Decline to state	.	.	5	1.0	10	1.9	.	.
Non-respondent	6	1.2	4	0.8	1	0.2	-5	-83.3
Total	496	100.0	510	100.0	529	100.0	33	6.7

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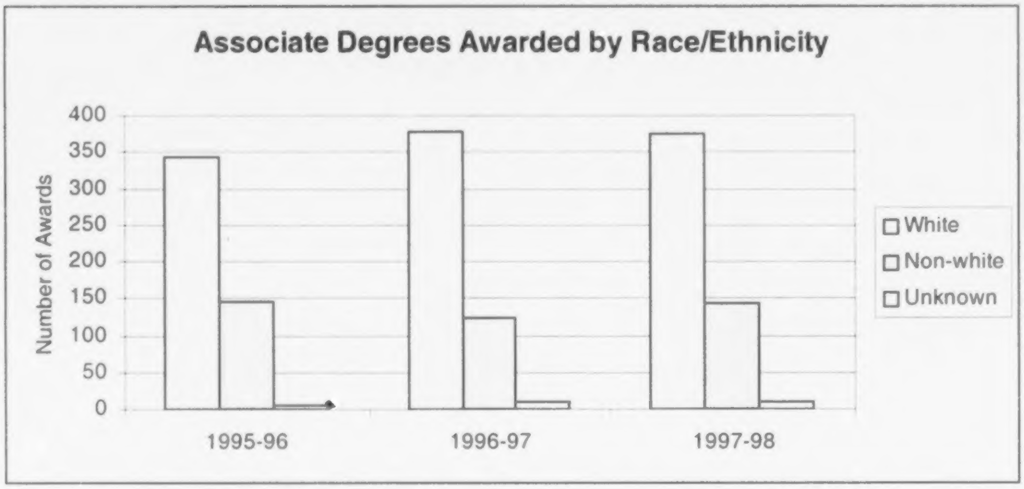
Associate Degrees Awarded by Race/Ethnicity

Associate Degrees Awarded: White and Non-white								
Ethnicity	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
White	344	69.4	377	73.9	376	71.1	32	9.3
Non-white	146	29.4	124	24.3	142	26.8	-4	-2.7
Unknown	6	1.2	9	1.8	11	2.1	5	83.3
Total	496	100.0	510	100.0	529	100.0	33	6.7

Definition of Measure: This measure shows the total degrees awarded by race/ethnicity for three academic years.

Uses of Measure: This measure illustrates changes in awards earned by race/ethnicity categories of students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: Over the three years examined, the number of awards earned by White students increased by 32 (9.3%), while degrees by Non-white students decreased by 4 (2.7%). African-American students earned the largest percentage increase at 40 percent (4), while degrees earned by Asians decreased by 35.1 percent (13). Hispanic students earned 11.3 percent (8) more degrees over the period, with a 27.9 percent (12) increase in AA degrees and a decrease of 14.3 percent (4) in AS degrees.

Planning Impact: With the expanding emphasis on student equity/success, the college should work to expand its methods to help the increasingly diverse student population achieve its goals. Willingness, open-mindedness, and the ability to react with speed, flexibility and accommodation of students' changing needs will be the hallmarks of the successful institution of the future.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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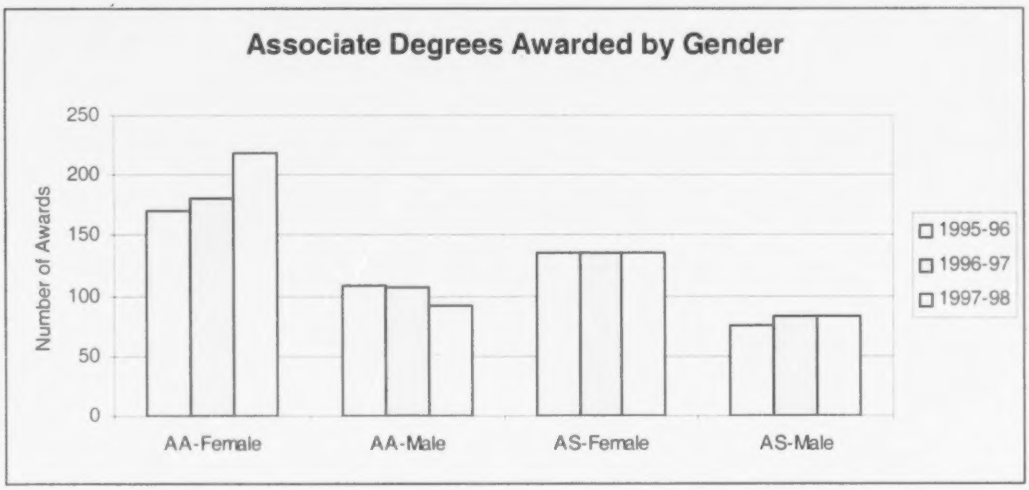

Award	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
AA-Female	170	34.3	180	35.3	218	41.2	48	28.2
AS-Female	135	27.2	136	26.7	135	25.5	0	0.0
Subtotal Females	***305***	***61.5***	***316***	***62.0***	***353***	***66.7***	***48***	***15.7***
AA-Male	109	22.0	107	21.0	92	17.4	-17	-15.6
AS-Male	76	15.3	83	16.3	83	15.7	7	9.2
Subtotal Males	***185***	***37.3***	***190***	***37.3***	***175***	***33.1***	***-10***	***-5.4***
Non-respondent	6	1.2	4	0.8	1	0.2	-5	-83.3
Total	496	100.0	510	100.0	529	100.0	33	6.7

Definition of Measure: This measure shows the total degrees awarded by gender for three academic years.

Uses of Measure: This measure illustrates changes in awards earned by gender categories of students. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: The number of degrees earned by women increased by 48 (15.7%) over the three years examined; however, women earned 67.3 percent of all degrees awarded in 1997-98. The gap between degrees earned by men and women has grown steadily since 1991, when women earned 58.0 percent of all degrees.

Degrees earned by men decreased by 10 (5.4%) over the three years examined, while AS degrees earned by men increased by 7 (9.2%).

Planning Impact: With the expanding emphasis on student equity/success, the college should work to expand its methods to help the increasingly diverse student population achieve its goals. Willingness, open-mindedness, and the ability to react with speed, flexibility and accommodation of students' changing needs will be the hallmarks of the successful institution of the future.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Associate Degrees Awarded by TOP Code

Associate of Arts Degrees Awarded

TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
BUSINESS & COMMERCE, GENERAL	81	28.7	67	23.3	68	21.9	-13	-16.0
ACCOUNTING	4	1.4	3	1.0	8	2.6	4	100.0
BUSINESS MANAGEMENT	1	0.4	.	.	.	.	.	.
REAL ESTATE	1	0.4	.	.	.	.	.	.
JOURNALISM	1	0.4	2	0.7	1	0.3	0	0.0
RADIO/TELEVISION	4	1.4	2	0.7	.	.	.	.
PHYSICAL EDUCATION	2	0.7	2	0.7	2	0.6	0	0.0
FINE ARTS, GENERAL	2	0.7	2	0.7	.	.	.	.
ART, GENERAL	3	1.1	6	2.1	7	2.3	4	133.3
MUSIC	7	2.5	4	1.4	3	1.0	-4	-57.1
FOREIGN LANGUAGES	1	0.4	2	0.7	1	0.3	0	0.0
ENGLISH	2	0.7	3	1.0	4	1.3	2	100.0
SOCIAL SCIENCE	107	37.9	113	39.2	113	36.5	6	5.6
HISTORY	1	0.4	1	0.3	7	2.3	6	600.0
GENERAL EDUCATION, TRANSFER	26	9.2	28	9.7	39	12.6	13	50.0
HUMANITIES	39	13.8	53	18.4	57	18.4	18	46.2
TOTAL	282	100.0	288	100.0	310	100.0	28	9.9

Associate of Science Degrees Awarded

TOP Code	1995-96		1996-97		1997-98		Change	
	N	%	N	%	N	%	N	%
NATURAL SCIENCE	15	7.0	13	5.9	19	8.7	4	26.7
BIOLOGY	5	2.3	2	0.9	3	1.4	-2	-40.0
BUSINESS & COMMERCE, GENERAL	3	1.4	1	0.5	1	0.5	-2	-66.7
BUSINESS MANAGEMENT	1	0.5	4	1.8	6	2.7	5	500.0
COMPUTER &INFORMATION SCIENCES, GEN	5	2.3	1	0.5	3	1.4	-2	-40.0
HEALTH EDUCATION	4	1.9	6	2.7	3	1.4	-1	-25.0
ELECTRONICS & ELECTRIC TECHNOLOGY	3	1.4	3	1.4	5	2.3	2	66.7
DRAFTING TECHNOLOGY	1	0.5	5	2.3	1	0.5	0	0.0
METALWORKING \ WELDING	2	0.9	1	0.5	2	0.9	0	0.0
INDUSTRIAL QUALITY CONTROL	.	.	2	0.9	1	0.5	.	.
NURSING	50	23.4	63	28.4	54	24.7	4	8.0
CHILD DEVELOPMENT	.	.	10	4.5	.	.	.	.
NUTRITION	2	0.9	3	1.4	2	0.9	0	0.0
MATHEMATICS	82	38.3	69	31.1	87	39.7	5	6.1
CHEMISTRY	.	.	4	1.8	2	0.9	.	.
ADMINISTRATION OF JUSTICE	23	10.7	19	8.6	13	5.9	-10	-43.5
HUMANITIES	.	.	1	0.5	.	.	.	.
HUMAN SERVICES	11	5.1		0.0	11	5.0	0	0.0
SOCIAL SCIENCE	.	.	.	.	1	0.5	.	.
PRE-ENGINEERING		0.0	2	0.9	1	0.5	1	.
APPLIED VOCATIONAL SKILLS	7	3.3	13	5.9	4	1.8	-3	-42.9
TOTAL	214	100.0	222	100.0	219	100.0	5	2.3

Definition of Measure: This measure shows the total degrees awarded by TOP code for three academic years.

The Chancellor's Office of the CCC defines The Taxonomy of Programs (TOP) as "… a common numeric coding system by which districts and colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives." The TOP code labels generally coincide with the department from which they were issued, with some exceptions. For example TOP code 130600 is titled "Nutrition," although the certificate is issued from Hotel and Restaurant Management.

Uses of Measure: This measure illustrates changes in degrees awarded according to TOP code. Awards represent completed goals for students and performance outcomes by an institution.

Analysis: Over the three years examined, the number and type of degrees awarded have fluctuated widely. Of the TOP codes that experienced a change, 12 had an increased number of degrees, while eight had a decreased number of degrees.

In 1997-98, the most AA degrees were awarded for Social Science with 36.5 percent (113), followed by Business and Commerce with 21.9 (68). The most AS degrees were awarded for Mathematics with 39.7 percent (87), followed by Nursing with 24.7 percent (54).

Planning Impact: In 1997-98, the degrees awarded by the college were concentrated in six TOP Code areas. They were: Social Science (113); Mathematics (87); Business and Commerce, General (68); Humanities (57); Nursing (54); and General Education, transfer (39). The six areas represented 79.0 percent of the total degrees awarded that year (418 of 529). Academic departments may want to examine historical data about course enrollments, successful competition rates and the number of degrees awarded as part of upcoming program reviews. For departments that offer degrees in their major, they may want to review the requirements with an eye toward difficult required courses that present insurmountable hurdles for students.

Sources:

- Santa Clarita Community College District, Management Information System, Full Term Reporting: SB and SP files for 1995-96, 1996-97, and 1997-98.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.
- Curriculum and Instructional Resources Division of the Chancellor's Office CCC, *Taxonomy of Programs*: February 1995.

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Persistence Rates of Students by Race/Ethnicity
1995-96, 1996-97, and 1997-98

	Enrolled Fall 1995	Persisted to Spring 1996		Enrolled Fall 1996	Persisted to Spring 1997		Enrolled Fall 1997	Persisted to Spring 1998	
	N	N	%	N	N	%	N	N	%
Asian	279	193	69.2	352	227	64.5	356	226	63.5
Black	160	105	65.6	189	106	56.1	213	124	58.2
Filipino	160	113	70.6	176	123	69.9	194	134	69.1
Hispanic	1,171	737	62.9	1,305	825	63.2	1,369	837	61.1
Native American	65	42	64.6	80	43	53.8	98	50	51.0
Other Non-White	73	48	65.8	201	134	66.7	188	122	64.9
Pacific Isl	25	16	64.0	24	15	62.5	24	16	66.7
Total Non-White	1,933	1,254	64.9	2,327	1,473	63.3	2,442	1,509	61.8
White	4,388	2,845	64.8	4,306	2,798	65.0	4,555	2,875	63.1
Decline to state	1	1	100.0	244	132	54.1	454	260	57.3
Non-respondnt	.	.	.	3	1	33.3	5	4	80.0
Total	6,322	4,100	64.9	6,880	4,404	64.0	7,456	4,648	62.3

Definition of Measure:	A student persists from the Fall term to the Spring term if s/he was enrolled in at least one course during each term and received a letter grade notation of A, B, C, D, F, CR, NC, W, MW or I, upon completion of the course for each semester. The persistence rate is computed as the headcount enrollment persisting in the Spring term, divided by the headcount enrollment during the preceding Fall term.
Uses of Measure:	Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) toward the completion of an educational goal or training objective.
Analysis:	The total persistence rate dropped from 64.9 percent in Spring 1996 to 64.0 percent in Spring 1997, and dropped again to 62.3 percent in Spring 1998. The highest persistence rates for Spring 1998 were for Filipinos (69.1%), followed by Pacific Islanders (66.7%), Other Non-White (64.9%), and Asians (63.5%). The lowest persistence rates were for Native Americans (51.0%), Blacks (58.2%), and Hispanics (61.1%). Those who declined to state their ethnicity earned a retention rate of 57.3 percent.
Planning Impact:	Persistence rates provide important feedback that enables the college to determine the endurance of its students. However, a recent change in the race/ethnicity question on the college application form included an option to choose "Decline to State." This resulted in data that are difficult to compare with previous terms. This information is very important to reporting and planning purposes. The college may wish to remove this option so applicants are encouraged to disclose racial/ethnic information.
Sources:	Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997. Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1995 to Spring 1998, SX and SB files.

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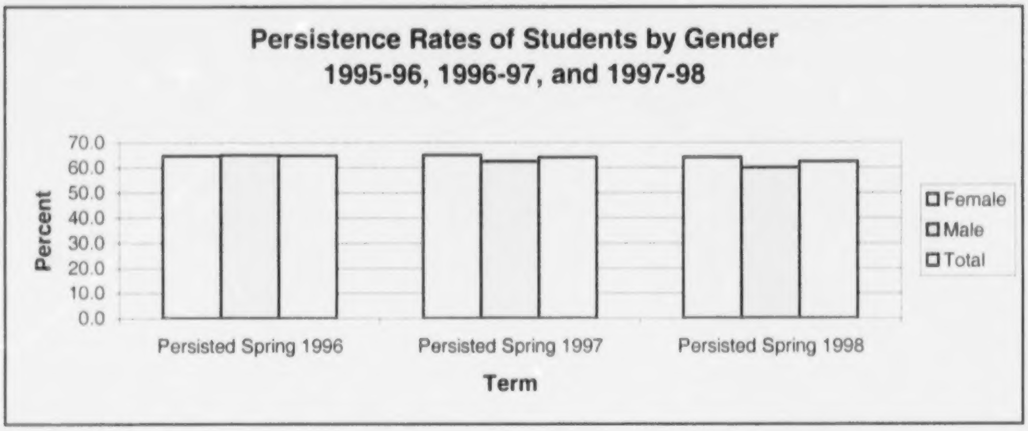

	Enrolled Fall 1995	Persisted to Spring 1996		Enrolled Fall 1996	Persisted to Spring 1997		Enrolled Fall 1997	Persisted to Spring 1998	
	N	N	%	N	N	%	N	N	%
Female	3,709	2,400	64.7	3,997	2,599	65.0	4,318	2,765	64.0
Male	2,613	1,700	65.1	2,883	1,805	62.6	3,138	1,883	60.0
Total	6,322	4,100	64.9	6,880	4,404	64.0	7,456	4,648	62.3

Definition of Measure: A student persists from the Fall term to the Spring term if s/he was enrolled in at least one course during each term and received a letter grade notation of A, B, C, D, F, CR, NC, W, or I, upon completion of the course for each semester. The persistence rate is computed as the headcount enrollment persisting in the Spring term, divided by the headcount enrollment during the preceding Fall term.

Uses of Measure: Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) toward the completion of an educational goal or training objective.

Analysis: The total persistence rate dropped from 64.9 percent in Spring 1996 to 64.0 percent in Spring 1997, and dropped again to 62.3 percent in Spring 1998. Female students had a persistence rate of 64.0 in Spring 1998 compared to 60.0 percent for males. The gap between males and females grew steadily in Spring 1997 and Spring 1998.

Planning Impact: Persistence rates provide important feedback that enables the college to determine the endurance of its students. Not only do female students outnumber male students, but also they have higher rates of persistence, course retention, and successful course completion. The college may wish to look at academic and support service offerings to determine if changes in the way both genders are served are warranted.

Sources:

- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.
- *RP Group* via http://www.rpgroup.org/define.shtml
- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1994 to Fall 1997, SX and SB files.

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Course Retention Rates in Credit Classes by Race/Ethnicity

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %
Asian	792	611	77.1	763	589	77.2	942	643	68.3	914	682	74.6
Black	406	259	63.8	429	287	66.9	554	335	60.5	611	379	62.0
Filipino	429	305	71.1	477	366	76.7	510	341	66.9	566	420	74.2
Hispanic	2,910	1,866	64.1	3,162	1,964	62.1	3,463	2,132	61.6	3,595	2,334	64.9
Native American	197	115	58.4	182	116	63.7	192	122	63.5	245	167	68.2
Other Non-White	196	137	69.9	201	130	64.7	585	347	59.3	575	401	69.7
Pacific Isl	69	46	66.7	75	48	64.0	71	52	73.2	69	55	79.7
Total Non-White	4,999	3,339	66.8	5,289	3,500	66.2	6,317	3,972	62.9	6,575	4,438	67.5
White	11,656	8,426	72.3	11,708	8,643	73.8	11,705	8,241	70.4	12,043	8,818	73.2
Decline to state	.	.	.	.	.	.	539	369	68.5	1,143	834	73.0
Non-respondnt	.	.	.	2	2	100.0	3	2	66.7	11	11	100.0
Total	16,655	11,765	70.6	16,999	12,145	71.4	18,564	12,584	67.8	19,772	14,101	71.3

Definition of Measure: This measure utilizes the "Course Retention I" formula as defined by the *Research and Planning Group for California Community Colleges*. The course retention rate is the sum of duplicated course enrollment receiving an official end-of-term letter grade of A, B, C, D, CR, or I, divided by the total duplicated attempted course enrollment. (Refer to *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)

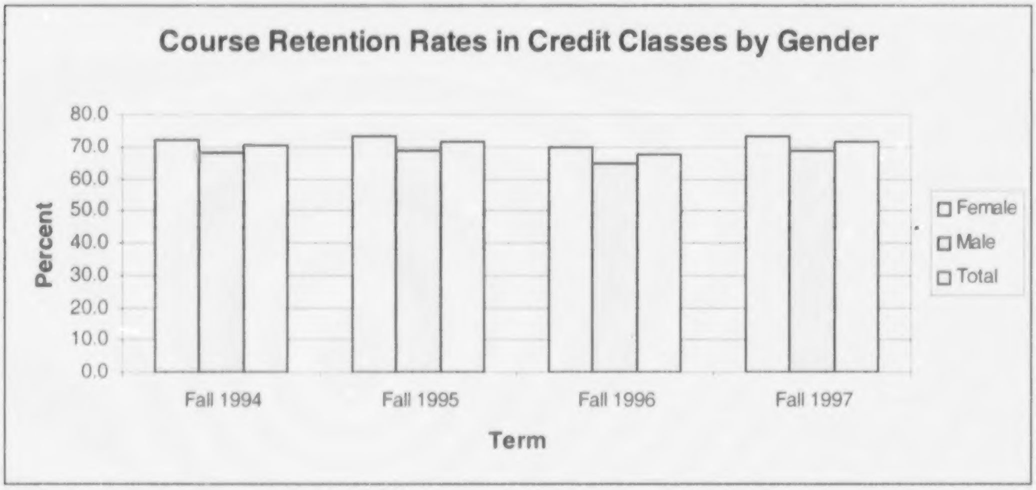
Uses of Measure: The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of a course. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructor or institution, and a high degree of personal wellbeing that facilitates the student's staying power. This measure can be broken out for different curricular areas and categories of students, such as in this report on race/ethnicity.

Analysis: The overall course retention rate was 71.3 percent for Fall 1997, up from 67.8 percent in Fall 1996. In Fall 1997, Pacific Islanders earned the highest retention rate (79.7%), followed by Asians (74.6%), Filipinos (74.2%), and Whites (73.2%). The lowest retention rate was earned by Blacks (62.0%), Hispanics (64.9%), and Native Americans (68.2%).

Planning Impact: Attempted enrollment and course retention rates provide important feedback that enables the college to determine how its students are performing in their classes. The college may wish to look at academic and support service offerings to determine if changes in the way racial/ethnic groups are served are warranted.

Sources:

- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.
- *RP Group* via http://www.rpgroup.org/define.shtml
- Santa Clarita Community College District, Management Information System, Full Term Reporting: Fall 1994 to Fall 1997, SX and SB files.



	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %	Attempt N	Retain N	Retain %
Female	9,475	6,857	72.4	9,710	7,128	73.4	10,512	7,369	70.1	11,288	8,276	73.3
Male	7,180	4,908	68.4	7,289	5,017	68.8	8,052	5,215	64.8	8,484	5,825	68.7
Total	16,655	11,765	70.6	16,999	12,145	71.4	18,564	12,584	67.8	19,772	14,101	71.3

Definition of Measure: This measure utilizes the "Course Retention I" formula as defined by the *Research and Planning Group for California Community Colleges*. The course retention rate is the sum of duplicated course enrollment receiving an official end-of-term letter grade of A, B, C, D, CR, or I, divided by the total duplicated attempted course enrollment. (Refer to *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)

Uses of Measure: The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of a course. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructor or institution, and a high degree of personal wellbeing that facilitates the student's staying power. This measure can be broken out for different curricular areas and categories of students, such as in this report on gender.

Analysis: The overall course retention rate was 71.3 percent for Fall 1997, up from 67.8 percent in Fall 1996. Females consistently had a higher rate than did males across the four terms examined. In Fall 1997, females had a rate of 73.3 percent, compared to 68.7 percent for males.

Planning Impact: Attempted enrollment and course retention rates provide important feedback that enables the college to determine how its students are performing in their classes. Not only do female students outnumber male students, but also they have higher rates of course retention, persistence, and successful course completion. The college may wish to look at academic and support service offerings to determine if changes in the way both genders are served are warranted.

Sources:

- Chancellor's Office California Community Colleges. *The Effectiveness of California Community Colleges on Selected Performance Measures*. October 1997.
- *RP Group* via http://www.rpgroup.org/define.shtml
- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1994 to Fall 1997, SX and SB files.

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Successful Credit Course Completion Rates By Disability

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %
Acquired Brain Injury	46	35	76.1	54	37	68.5	54	32	59.3	50	39	78.0
Develop Delayed	.	.	.	1	1	100	.	.	.	.	.	.
Hearing Impaired	27	16	59.3	31	23	74.2	34	14	41.2	54	37	68.5
Learning Disabled	336	218	64.9	367	250	68.1	318	195	61.3	354	225	63.6
Mobility Impaired	32	23	71.9	21	15	71.4	26	14	53.8	11	9	81.8
Other Disability	83	44	53.0	216	119	55.1	262	127	48.5	359	205	57.1
Psych Disability	59	32	54.2	70	54	77.1	95	50	52.6	95	59	62.1
Speech/ Language Impaired	37	26	70.3	42	22	52.4	18	8	44.4	7	3	42.9
Visually Impaired	4	3	75.0	18	10	55.6	9	7	77.8	22	12	54.5
Total Disabled	624	397	63.6	820	531	64.8	816	447	54.8	952	589	61.9
Not Disabled	16,031	10,510	65.6	16,179	10,727	66.3	17,748	11,223	63.2	18,820	12,433	66.1
Total	16,655	10,907	65.5	16,999	11,258	66.2	18,564	11,670	62.9	19,772	13,022	65.9

Definition of Measure: The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)

Uses of Measure: Successful course completion is an indicator of student academic performance. This measure can be broken out for different curricular areas and categories of students, such as in this report on disabled students.

Analysis: The overall successful course completion rate dropped from 66.2 percent in Fall 1995 to 62.9 percent in Fall 1996, but rose again to 65.9 percent in Fall 1997. In Fall 1997, the highest success rates were earned by the Mobility Impaired group (81.8%), followed by Acquired Brain Injury (78.0%), and Hearing Impaired (68.5%). The lowest success rates were earned by the Speech/Language Impaired (42.9%), Visually Impaired (54.5%), and Other Disability (57.1%). The year-to-year jumps in several categories were attributed to personnel changes in DSP&S, which affected testing procedures, as well as changes in the way the college sought to identify and serve disabled students.

Planning Impact: Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. The college may wish to look at academic and support service offerings to determine if changes might be made in the way students with disabilities are served.

Sources:

- Chancellor's Office California Community Colleges. *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.
- College of the Canyons Disabled Student Programs and Services (DSP&S)
- Santa Clarita Community College District, Management Information System (Student Enrollment File). Full Term Reporting: Fall 1994 to Fall 1997, SX and SD files.

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Successful Credit Course Completion Rates by Department

	Fall 1995			Fall 1996			Fall 1997			
	Attempted	Success	Rate	Attempted	Success	Rate	Attempted	Success	Rate	
ADMJUS	280	183	65.4	276	184	66.7	205	143	69.8	ADMJUS
ANTHRO	292	177	60.6	278	179	64.4	332	214	64.5	ANTHRO
ARCH	28	14	50.0	.	.	.	.	.	.	ARCH
ART	464	300	64.7	444	285	64.2	515	367	71.3	ART
ASTRON	130	69	53.1	48	27	56.3	127	71	55.9	ASTRON
BIOSCI	649	413	63.6	629	408	64.9	630	422	67.0	BIOSCI
BUS	1,333	850	63.8	1,480	917	62.0	1,504	947	63.0	BUS
CHEM	201	149	74.1	231	141	61.0	204	152	74.5	CHEM
CHLDEV	473	328	69.3	546	400	73.3	533	401	75.2	CHLDEV
CINEMA	201	119	59.2	179	111	62.0	260	149	57.3	CINEMA
CMPELC	136	87	64.0	128	93	72.7	122	89	73.0	CMPELC
COMPSC	123	69	56.1	181	97	53.6	165	68	41.2	COMPSC
CWE	7	3	42.9	.	.	.	.	.	.	CWE
DANCE	205	160	78.0	231	167	72.3	323	242	74.9	DANCE
DRAFTC	148	89	60.1	161	91	56.5	221	137	62.0	DRAFTC
ECON	186	107	57.5	197	94	47.7	225	146	64.9	ECON
ELTEC	.	.	.	.	.	.	1	1	100.0	ELTEC
ENGL	2,060	1,200	58.3	2,211	1,232	55.7	2,652	1,526	57.5	ENGL
ENVRMT	31	22	71.0	59	42	71.2	47	33	70.2	ENVRMT
ESL	128	64	50.0	233	98	42.1	152	72	47.4	ESL
FIRECT	.	.	.	.	.	.	80	72	90.0	FIRECT
FRENCH	48	18	37.5	56	27	48.2	71	38	53.5	FRENCH
GEN ST	207	179	86.5	262	155	59.2	278	193	69.4	GEN ST
GEOG	123	83	67.5	113	73	64.6	118	88	74.6	GEOG
GEOL	282	209	74.1	276	169	61.2	277	204	73.6	GEOL
GERMAN	34	10	29.4	36	16	44.4	19	10	52.6	GERMAN
HEALTH	60	36	60.0	85	46	54.1	98	50	51.0	HEALTH
HIST	935	599	64.1	1,052	618	58.7	1,199	748	62.4	HIST
HRM	58	37	63.8	73	54	74.0	81	63	77.8	HRM
IDS	41	25	61.0	26	19	73.1	39	18	46.2	IDS
JOURN	315	184	58.4	273	180	65.9	231	153	66.2	JOURN
LMTECH	.	.	.	.	.	.	81	68	84.0	LMTECH
MATH	1,805	1,064	58.9	2,093	1,145	54.7	2,378	1,361	57.2	MATH
MUSIC	329	254	77.2	415	301	72.5	427	335	78.5	MUSIC
NURSNG	482	463	96.1	533	500	93.8	482	442	91.7	NURSNG
P E	1,508	1,231	81.6	1,623	1,281	78.9	1,469	1,175	80.0	P E
PERDEV	197	137	69.5	120	84	70.0	148	110	74.3	PERDEV
PHILOS	250	179	71.6	368	228	62.0	362	252	69.6	PHILOS
PHOTO	123	77	62.6	140	78	55.7	165	99	60.0	PHOTO
PHYSIC	66	51	77.3	56	46	82.1	62	46	74.2	PHYSIC
POLISC	634	417	65.8	695	416	59.9	668	441	66.0	POLISC

(continued)

(continued)

	Fall 1995			Fall 1996			Fall 1997			
	Attempted	Success	Rate	Attempted	Success	Rate	Attempted	Success	Rate	
PSYCH	823	529	64.3	902	532	59.0	1,011	646	63.9	PSYCH
PUBREL	19	11	57.9	23	15	65.2	.	.	.	PUBREL
QCTECH	.	.	.	19	13	68.4	18	15	83.3	QCTECH
R E	50	34	68.0	57	42	73.7	36	22	61.1	R E
RDIOTV	56	32	57.1	72	41	56.9	69	42	60.9	RDIOTV
SOC	522	320	61.3	633	377	59.6	605	383	63.3	SOC
SPAN	298	192	64.4	320	172	53.8	304	206	67.8	SPAN
SPCOM	.	.	.	.	.	.	538	383	71.2	SPCOM
SPEECH	455	330	72.5	539	349	64.7	3	3	100.0	SPEECH
THEATR	66	51	77.3	84	56	66.7	89	55	61.8	THEATR
WELD	138	103	74.6	108	71	65.7	146	121	82.9	WELD
Total	16,999	11,258	66.2	18,564	11,670	62.9	19,772	13,022	65.9	Total

Definition of Measure: The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)

Uses of Measure: Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas, such as this report on academic departments.

Analysis: The overall successful course completion rate dropped from 66.2 percent in Fall 1995 to 62.9 percent in Fall 1996, but rose to 65.9 percent in Fall 1997.

In Fall 1997, the average of all departmental success rates was 68.5 and the standard deviation was 12.7. Therefore, approximately 68% of all departments (35 departments out of 52) fell within one standard deviation above (81.2) or one standard deviation below (55.8) the mean.

Planning Impact: Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. The college may wish to use look at academic departments with extreme rates. This information may also be used for departmental program reviews.

Sources:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1993 to Fall 1997, SX file.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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Successful Credit Course Completion Rates By Race/Ethnicity

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %
Asian	792	584	73.7	763	547	71.7	942	596	63.3	914	637	69.7
Black	406	228	56.2	429	261	60.8	554	300	54.2	611	315	51.6
Filipino	429	281	65.5	477	344	72.1	510	308	60.4	566	386	68.2
Hispanic	2,910	1,691	58.1	3,162	1,777	56.2	3,463	1,929	55.7	3,595	2,110	58.7
Native American	197	105	53.3	182	109	59.9	192	112	58.3	245	158	64.5
Other Non-White	196	123	62.8	201	111	55.2	585	318	54.4	575	355	61.7
Pacific Isl	69	44	63.8	75	45	60.0	71	50	70.4	69	50	72.5
Total Non-White	4,999	3,056	61.1	5,289	3,194	60.4	6,317	3,613	57.2	6,575	4,011	61.0
White	11,656	7,851	67.4	11,708	8,062	68.9	11,705	7,713	65.9	12,043	8,225	68.3
Decline to state	.	.	.	2	2	100.0	539	342	63.5	1,143	776	67.9
Non-respondnt	.	.	.	.	.	.	3	2	66.7	11	10	90.9
Total	16,655	10,907	65.5	16,999	11,258	66.2	18,564	11,670	62.9	19,772	13,022	65.9

Definition of Measure:	The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)
Uses of Measure:	Successful course completion is an indicator of student academic performance. This measure can be broken out for different curricular areas and categories of students, such as in this report on race/ethnicity.
Analysis:	The overall successful course completion rate dropped from 66.2 percent in Fall 1995 to 62.9 percent in Fall 1996, but rose again to 65.9 percent in Fall 1997. Pacific Islanders earned the highest successful course completion rate (72.5), followed by Asians (69.7%), and Whites (68.3%). The lowest rate was earned by Blacks (51.6%), Hispanics (58.7%) and Other Non-Whites (61.7%).
Planning Impact:	Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. The college may wish to look at academic and support service offerings to determine if changes might be made in the way racial/ethnic groups are served.
Sources:	• Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1993 to Fall 1997, SX and SB files. • Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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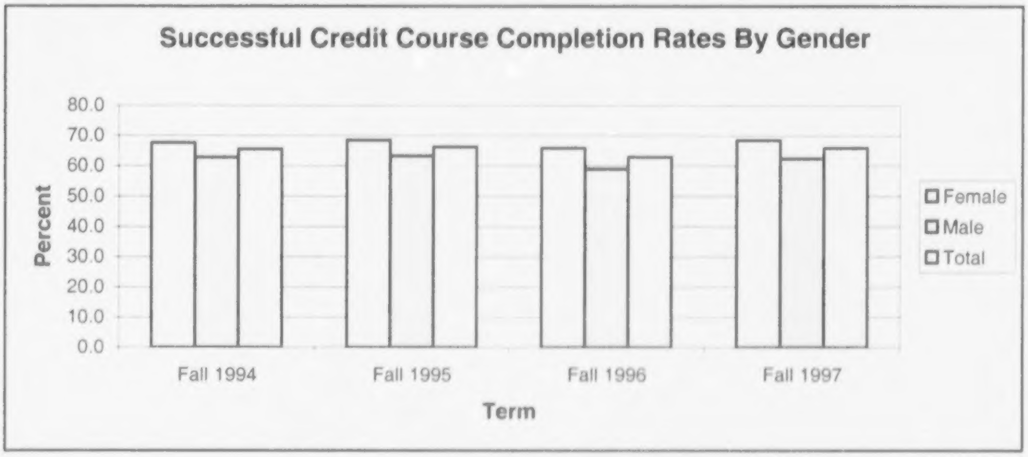
Successful Credit Course Completion Rates By Gender

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %
Female	9,475	6,403	67.6	9,710	6,650	68.5	10,512	6,927	65.9	11,288	7,727	68.5
Male	7,180	4,504	62.7	7,289	4,608	63.2	8,052	4,743	58.9	8,484	5,295	62.4
Total	16,655	10,907	65.5	16,999	11,258	66.2	18,564	11,670	62.9	19,772	13,022	65.9

Definition of Measure: The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.)

Uses of Measure: Successful course completion is an indicator of student academic performance. This measure can be broken out for different curricular areas and categories of students, such as in this report on gender.

Analysis: The overall successful course completion rate dropped from 66.2 percent in Fall 1995 to 62.9 percent in Fall 1996, but rose again to 65.9 percent in Fall 1997. Females consistently had a higher rate than did males across the four terms examined. In Fall 1997, females had a rate of 68.5 percent, compared to 62.4 percent for males.

Planning Impact: Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. Not only do female students outnumber male students, but also they have higher rates of successful course completion, persistence, and course retention. The college may wish to look at academic and support service offerings to determine if changes might be made in the way both genders are served.

Sources:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1994 to Fall 1997, SX and SB files.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

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First Semester Freshmen
Successful Completion Rates By Race/Ethnicity

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %
Asian	160	105	65.6	137	85	62.0	203	132	65.0	168	113	67.3
Black	93	48	51.6	85	39	45.9	131	62	47.3	187	87	46.5
Filipino	78	50	64.1	129	97	75.2	96	49	51.0	157	104	66.2
Hispanic	693	376	54.3	808	423	52.4	848	411	48.5	911	493	54.1
Native American	52	26	50.0	25	11	44.0	42	30	71.4	67	39	58.2
Other Non-White	39	23	59.0	59	34	57.6	138	70	50.7	137	88	64.2
Pacific Isl	22	15	68.2	15	10	66.7	15	11	73.3	10	6	60.0
Total Non-White	1,137	643	56.6	1,258	699	55.6	1,473	765	51.9	1,637	930	56.8
White	2,372	1,516	63.9	2,703	1,664	61.6	2,511	1,519	60.5	3,231	2,135	66.1
Decline to state	.	.	.	.	.	.	207	137	66.2	417	266	63.8
Non-respondnt	.	.	.	.	.	.	1	1	100.0	3	3	100.0
Total	3,509	2,159	61.5	3,961	2,363	59.7	4,192	2,422	57.8	5,288	3,334	63.0

Definition of Measure: The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A, B, C, or CR, divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.) First semester freshmen are students who indicated such on their application and had no prior units earned at any college.

Uses of Measure: Successful course completion for first-time freshmen is an indicator of student academic performance of students during their first exposure to the college environment. This measure can be broken out for different curricular areas and categories of students, such as in this report on race/ethnicity.

Analysis: The pattern of first-semester freshmen success by race/ethnicity is similar to the overall success pattern of all students by race/ethnicity (refer to *Successful Credit Course Completion Rates by Race/Ethnicity*). However, the first-time freshmen were lower for all racial categories (except "Other Non-White") when compared to the overall student population. For the Fall 1997 term, the success rate for first-semester freshmen was -2.9 percent below the total student population. The sharpest declines were with Pacific Islanders (-12.5%), Native Americans (-6.3%), Blacks (-5.1%), and Hispanics (-4.6%).

Planning Impact: Attempted enrollment and the successful course completion rate provide important feedback that enables the college to determine how its students are performing in their courses. The college may wish to look at academic and support service offerings to determine if changes might be made in the way racial/ethnic groups are served.

Sources:

- Santa Clarita Community College District, Management Information System (Student Enrollment File), Full Term Reporting: Fall 1994 to Fall 1997, SX and SB files.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

College of the Canyons
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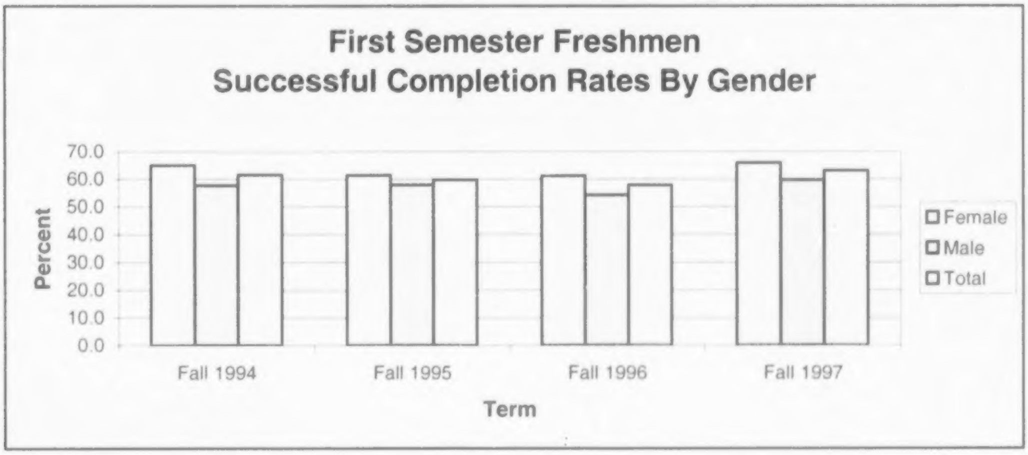
First Semester Freshmen
Successful Completion Rates By Gender

	Fall 1994			Fall 1995			Fall 1996			Fall 1997		
	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %	Attempt N	Success N	Success %
Female	1,836	1,193	65.0	1,983	1,218	61.4	2,135	1,306	61.2	2,870	1,891	65.9
Male	1,673	966	57.7	1,978	1,145	57.9	2,057	1,116	54.3	2,418	1,443	59.7
Total	3,509	2,159	61.5	3,961	2,363	59.7	4,192	2,422	57.8	5,288	3,334	63.0

Definition of Measure: The successful course completion rate is the sum of course enrollment with an official end-of-term letter grade of A. B. C. or CR. divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A. B. C. CR. D. NC. F. I. W. or MW. (See *Attempted Credit Course Enrollment by Letter Grade and Success Rate* for further definitions.) First semester freshmen are students who indicated such on their application and whom had no prior units earned at any college.

Uses of Measure: Successful course completion for first-time freshmen is an indicator of student academic performance of students during their first exposure to the college environment. This measure can be broken out for different curricular areas and categories of students, such as in this report on gender.

Analysis: The pattern of freshmen success by gender is similar to the overall success pattern of all students by gender (refer to *Successful Credit Course Completion Rates by Gender*). Females earned a higher success rate than did males for all years studied in both reports. However, the differences in success rates were variable between first-time freshmen and the overall student population. The semester with the highest differential was Fall 1995 (6.6%). In that semester, Females earned a success rate 7.1 percent lower than did females in the overall student population. In Fall 1997, freshmen earned success rates 2.9 percent lower than students overall, and was almost identical for females and males.

Planning Impact: Successful course completion rates for first-semester freshmen provide important feedback that enables the college to determine how its newest students are performing in their courses. As in the overall student population, female freshmen have higher successful completion rates than do male freshmen. It is clear that male freshmen are a vulnerable segment of the student body. The college may wish to look at academic and support service offerings to determine if changes might be made in the way both genders are served during their first semester.

Sources:

- Santa Clarita Community College District. Management Information System (Student Enrollment File). Full Term Reporting: Fall 1994 to Fall 1997. SX and SB files.
- Chancellor's Office California Community Colleges. *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

COLLEGE OF THE CANYONS

Office of Institutional Development

Institutional Effectiveness Report

Part III: Staff Composition

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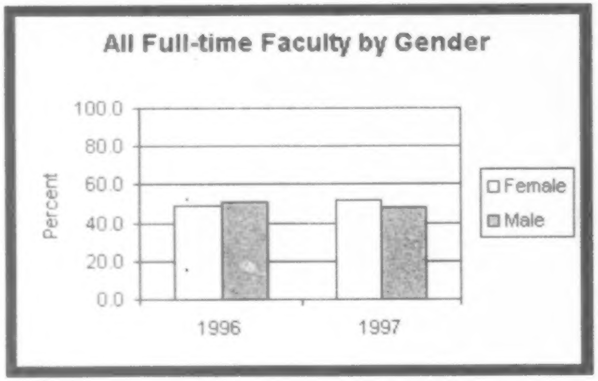
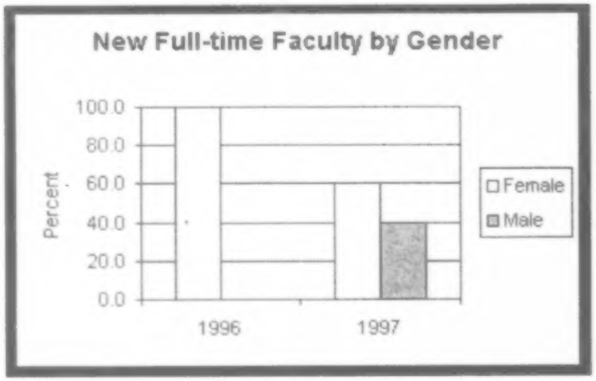
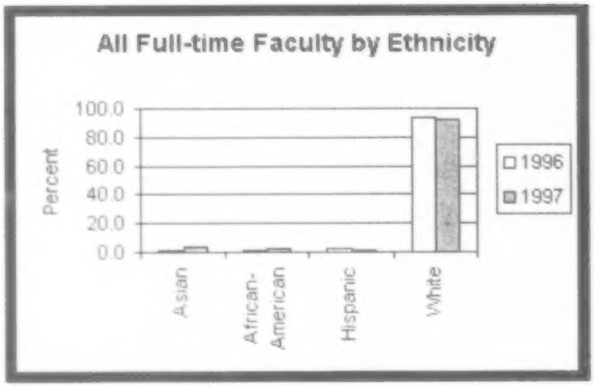
Gender and Race/Ethnicity of All Other Employees and New-hires

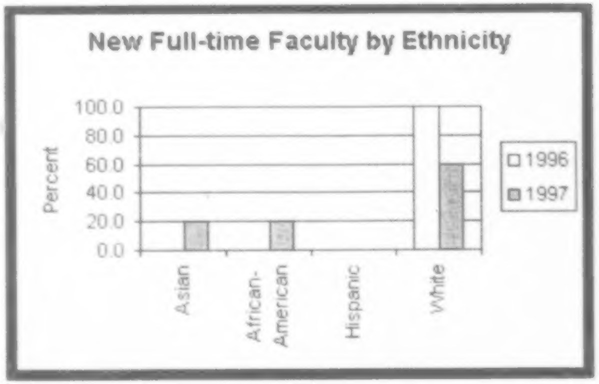
College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

Gender and Race/Ethnicity Percentage Distribution of All Contract/Regular (Full-time) Faculty and New-hires




New Full-time Faculty by Gender


All Full-time Faculty by Ethnicity


New Full-time Faculty by Ethnicity
Percent
100.0
80.0
60.0
40.0
20.0
0.0
Asian
African-American
Hispanic
White
□ 1996
▨ 1997

Category	Contract/Regular (Full-time) Faculty							
	All				New-hires			
	Fall 1996		Fall 1997		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	34	49.3	38	52.1	1	100.0	3	60.0
Male	35	50.7	35	47.9	.	.	2	40.0
Asian	1	1.4	3	4.1	.	.	1	20.0
African-American	1	1.4	2	2.7	.	.	1	20.0
Hispanic	2	2.9	1	1.4	.	.	.	.
White	65	94.2	67	91.8	1	100.0	3	60.0
Total	69	100.0	73	100.0	1	100.0	5	100.0

Definition of Measure: Contract and regular faculty are tenure-track or tenured instructional employees. By statute, tenure-track employees are full-time.

A new-hire is an employee hired during the report period.

Uses of Measure: This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

Analysis: In Fall 1996, 49.3 percent of all full-time faculty were female and 5.8 percent were non-White. The sole new-hire was White and female.

In Fall 1997, 52.1 percent of all full-time faculty were female and 8.2 percent were non-White. For new-hires, 60.0 percent were female and 40.0 percent were non-White.

Planning Impact: Non-Whites comprised 32.8 percent of the total student population for Fall 1997, compared with 8.2 percent for non-White full-time faculty. This is an increase over Fall 1996, which had 5.8 percent non-Whites.

Recent research shows that student success may be related to ethnic balance in the faculty in proportion to the student population. The college should continue to work toward hiring qualified new faculty who reflect the changing ethnic makeup of the student body.

Sources:

- Santa Clarita Community College District, Management Information System (Employee Demographic File: EB), Full Term Reporting: Fall 1996 and Fall 1997.
- Chancellor's Office California Community Colleges *The Effectiveness of California Community Colleges on Selected Performance Measures* October 1997.

College of the Canyons
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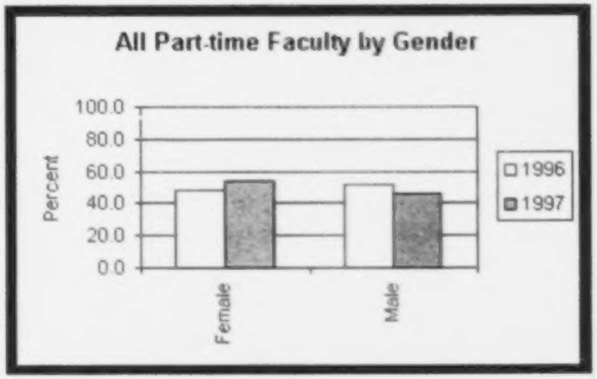
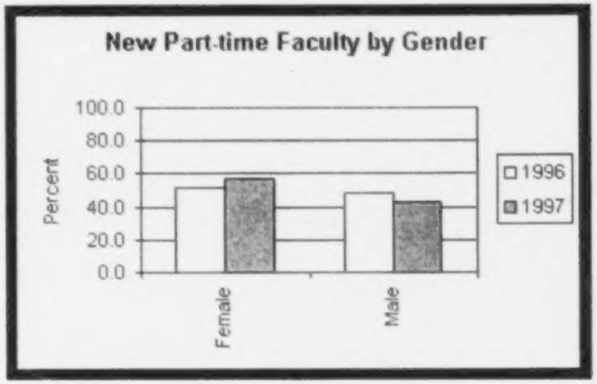
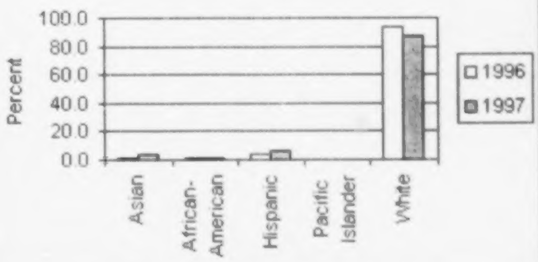
Gender and Race/Ethnicity Percentage Distribution of All Temporary (Part-time) Faculty and New-hires

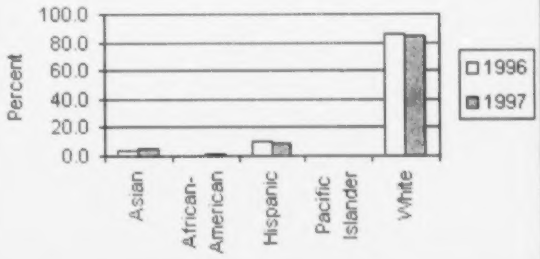

All Part-time Faculty by Gender


New Part-time Faculty by Gender

All Part-time Faculty by Ethnicity



New Part-time Faculty by Ethnicity



Category	Temporary (Part-time) Faculty							
	All				New-hires			
	Fall 1996		Fall 1997		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	86	48.6	120	53.8	15	51.7	46	57.5
Male	91	51.4	103	46.2	14	48.3	34	42.5
Asian	2	1.1	10	4.5	1	3.4	4	5.0
African-American	3	1.7	3	1.3	.	.	1	1.3
Hispanic	7	4.0	14	6.3	3	10.3	7	8.8
Pacific Islander	.	.	1	0.4	.	.	.	.
White	165	93.2	195	87.4	25	86.2	68	85.0
Total	177	100.0	223	100.0	29	100.0	80	100.0

Definition of Measure: Temporary faculty are part-time instructors carrying less than 60 percent of a full-time equivalent teaching load. Temporary employees are certificated but not on the tenure-track.

A new-hire is an employee hired during the report period.

Uses of Measure: This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

Analysis: In Fall 1996, 48.6 percent of all part-time faculty were female and 6.8 percent were non-White. For new-hires, 51.7 percent were female and 13.8 percent were non-White.

In Fall 1997, 53.8 percent of all part-time faculty were female and 12.6 percent were non-White. For new-hires, 57.5 percent were female and 15.0 percent were non-White.

Planning Impact: Non-Whites comprised 32.8 percent of the total student population during Fall 1997, compared with 12.6 percent for non-White part-time faculty. This is an increase over Fall 1996, which had 6.8 percent non-Whites.

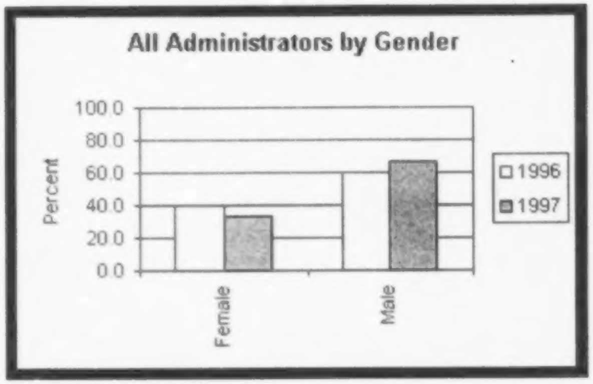
Recent research shows that student success may be related to ethnic balance in the faculty in proportion to the student population. The college should continue to work toward hiring qualified new faculty who reflect the changing ethnic makeup of the student body.

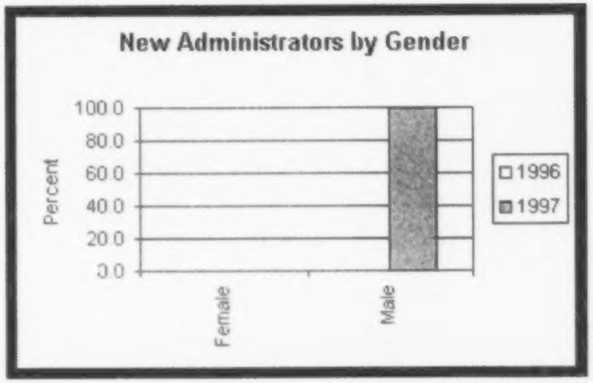
Sources:

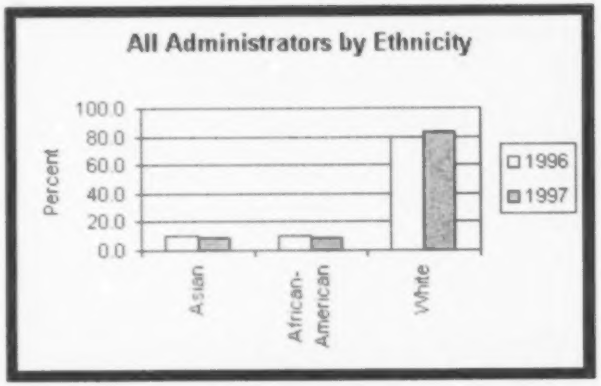
- Santa Clarita Community College District, Management Information System (Employee Demographic File: EB), Full Term Reporting: Fall 1996 and Fall 1997.
- Chancellor's Office California Community Colleges*The Effectiveness of California Community Colleges on Selected Performance Measures* October 1997.

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

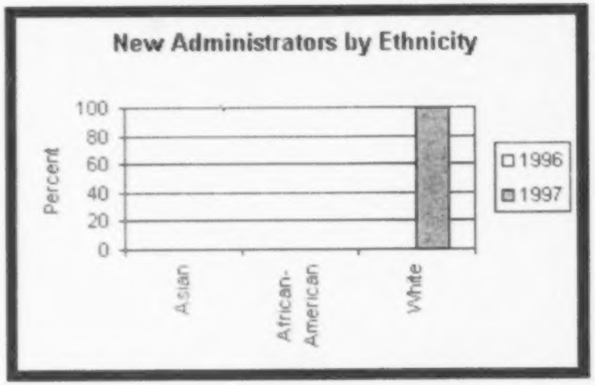
Gender and Race/Ethnicity Percentage Distribution of All Administrators (Full-time) and New-hires







All Administrators by Ethnicity



New Administrators by Ethnicity

Category	Administrators (Full-time)							
	All				New-hires			
	Fall 1996		Fall 1997		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	4	40.0	4	33.3	.	.	.	.
Male	6	60.0	8	66.7	.	.	1	100.0
Asian	1	10.0	1	8.3	.	.	.	.
Pacific Islander	1	10.0	1	8.3	.	.	.	.
White	8	80.0	10	83.3	.	.	1	100.0
Total	10	100.0	12	100.0	.	.	1	100.0

Definition of Measure: Administrators are employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, instructional or student services administrators and other supervisory or management employees designated by the governing board as educational administrators.

A new-hire is an employee hired during the report period.

Uses of Measure: This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

Analysis: In Fall 1996, 40.0 percent of all administrators were female and 20.0 percent were non-White. No administrators were hired in Fall 1996.

In Fall 1997, 33.3 percent of all administrators were female and 16.7 percent were non-White. The sole new-hire was male and White.

Planning Impact: Non-Whites comprised 32.8 percent of the total student population during Fall 1997, compared with 16.7 percent for non-White administrators, a drop from 20.0 percent in Fall 1996. In addition, the percentage of female administrators dropped from 40.0 percent to 33.3 percent.

College of the Canyons may need to expand the administrative staff during the upcoming years of forecasted high rates of growth. The college may wish to consider the demographic changes noted above for subsequent recruitment for top management staff.

Sources:

- Santa Clarita Community College District, Management Information System (Employee Demographic File: EB), Full Term Reporting: Fall 1996 and Fall 1997.

- Chancellor's Office California Community Colleges*The Effectiveness of California Community Colleges on Selected Performance Measures* October 1997.

College of the Canyons
Office of Institutional Development
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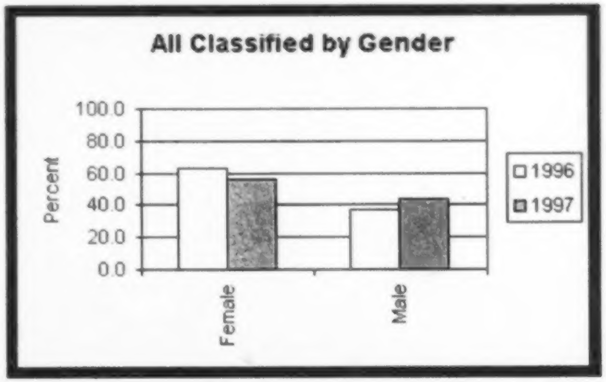
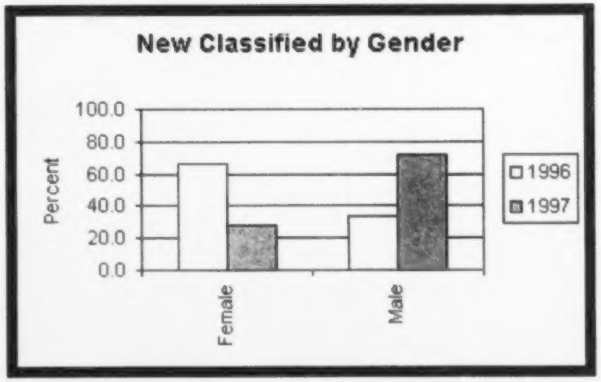
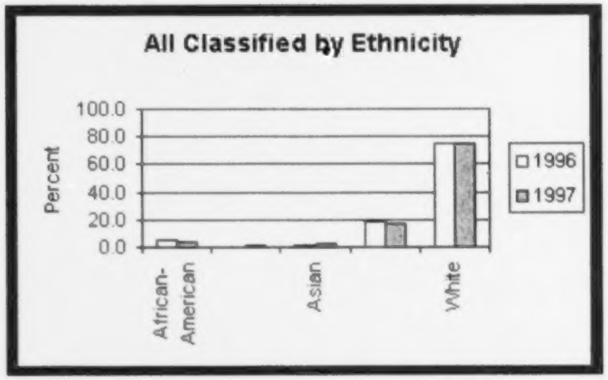
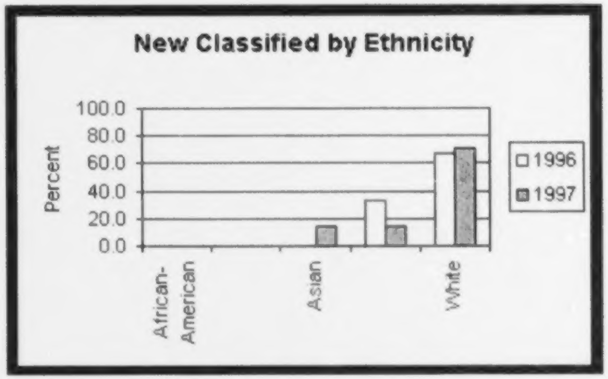
Gender and Race/Ethnicity Percentage Distribution of All Classified Employees (Full-time) and New-hires


All Classified by Gender


New Classified by Gender



All Classified by Ethnicity



New Classified by Ethnicity

Category	Classified (Full-time)							
	All				New-hires			
	Fall 1996		Fall 1997		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	57	63.3	60	56.6	2	66.7	2	28.6
Male	33	36.7	46	43.4	1	33.3	5	71.4
African-American	5	5.6	4	3.8	.	.	.	.
Am. Indian/AK Native	.	.	1	0.9	.	.	.	.
Asian	1	1.1	3	2.8	.	.	1	14.3
Hispanic	17	18.9	18	17.0	1	33.3	1	14.3
White	67	74.4	80	75.5	2	66.7	5	71.4
Total	90	100.0	106	100.0	3	100.0	7	100.0

Definition of Measure: The "Classified, Permanent/Probationary" category includes technical/paraprofessional, clerical/secretarial, skilled craft, service/maintenance, as well as classified administrators, supervisors, management, and confidential employees who are full-time.

A new-hire is an employee hired during the report period.

Uses of Measure: This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

Analysis: In Fall 1996, 63.3 percent of all classified employees were female and 25.6 percent were non-White. For new-hires, 66.7 percent were females and 33.3 percent were non-White.

In Fall 1997, 56.6 percent of all classified employees were female and 24.5 percent were non-White. For new-hires, 28.6 percent were females and 28.6 percent were non-White.

Planning Impact: Growth in enrollment has led to a concomitant increase in the number of college employees. Continued growth will have a direct impact on both the college budget and facilities planning - with the present staff overburdening campus facilities as they now exist.

Sources:

- Santa Clarita Community College District, Management Information System (Employee Demographic File: EB), Full Term Reporting: Fall 1996 and Fall 1997.
- Chancellor's Office California Community Colleges*The Effectiveness of California Community Colleges on Selected Performance Measures* October 1997.

College of the Canyons
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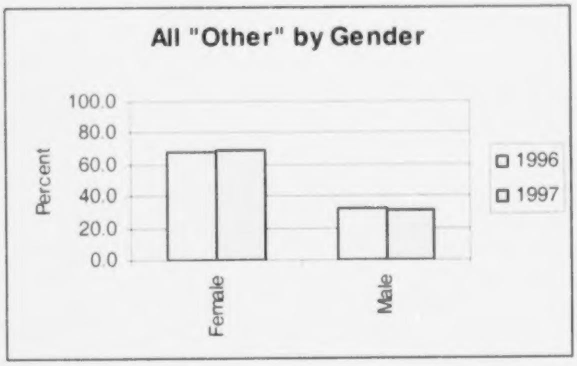
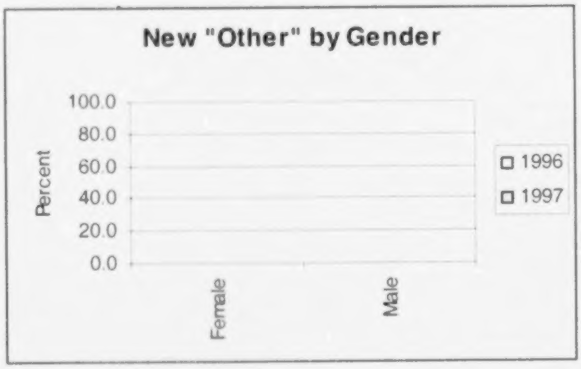
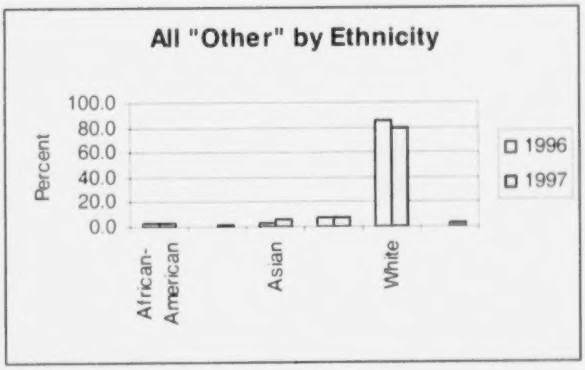
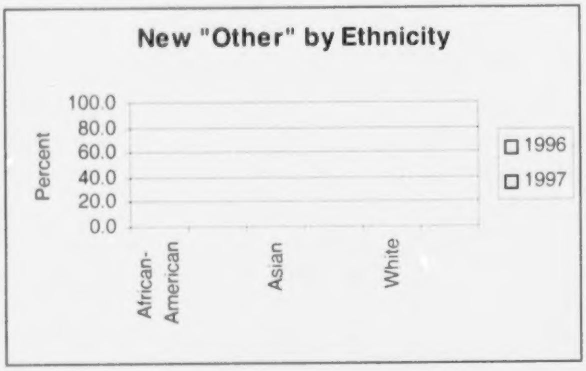
Institutional Effectiveness Report

Gender and Race/Ethnicity Percentage Distribution of All Other Non-academic Employees and New-hires









	Other Non-academic							
	All				New-hires			
	Fall 1996		Fall 1997		Fall 1996		Fall 1997	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	113	68.1	117	68.8	.	.	.	.
Male	53	31.9	53	31.2	.	.	.	.

African-American	6	3.6	4	2.4	.	.	.	.
Am. Indian/AK Native	1	0.6	3	1.8	.	.	.	.
Asian	5	3.0	11	6.5	.	.	.	.
Hispanic	13	7.8	13	7.6	.	.	.	.
White	141	84.9	134	78.8	.	.	.	.
Non-respondent	.	.	5	2.9	.	.	.	.
Total	166	100.0	170	100	.	.	.	.

Definition of Measure: The "Other Non-academic" category includes substitutes, short-term and casual employees, employed and paid for less than 75% of a school year; part-time positions, temporary apprentices, professional experts, and students employed part time (including work-study).

A new-hire is an employee hired during the report period.

Uses of Measure: This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

Analysis: In Fall 1996, 68.1 percent of all other non-academic employees were female and 15.1 percent were non-White. No new hires were reported for this category during this period.

In Fall 1997, 68.8 percent of all other non-academic employees were female and 18.3 percent were non-White. No new hires were reported for this category during this period.

Planning Impact: Growth in enrollment has led to a concomitant increase in the number of college employees. Continued growth will have a direct impact on both the college budget and facilities planning - with the present staff overburdening campus facilities as they now exist.

Sources:

- Santa Clarita Community College District, Management Information System (Employee Demographic File: EB), Full Term Reporting: Fall 1996 and Fall 1997.
- Chancellor's Office California Community Colleges, *The Effectiveness of California Community Colleges on Selected Performance Measures*: October 1997.

COLLEGE OF THE CANYONS

Office of Institutional Development

Institutional Effectiveness Report

Part IV: Fiscal Condition

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Salaries and Benefits: Fiscal Years 1994-95 to 1998-99

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

General Fund Revenue Sources for Fiscal Years 1994-95 to 1998-99

Revenue Sources	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98		Fiscal Year 1998-99	
	Actual $	%	Actual $	%	Actual $	%	Actual $	%	Adopted $	%
State Gen. Apportionment	4,968,881	32.1	6,245,614	36.2	8,718,866	43.1	10,312,155	42.3	12,333,827	44.9
State Lottery	485,503	3.1	452,434	2.6	479,259	2.4	586,610	2.4	579,700	2.1
State Other	844,018	5.5	1,014,943	5.9	1,462,247	7.2	1,599,413	6.6	2,851,923	10.4
Local Property Taxes	5,415,424	35.0	5,603,620	32.5	5,676,847	28.1	6,651,200	27.3	7,060,261	25.7
Enrollment Fees	1,178,270	7.6	1,186,561	6.9	1,244,868	6.2	1,395,275	5.7	1,325,526	4.8
Nonresident Tuition	156,394	1.0	160,321	0.9	178,332	0.9	250,476	1.0	290,000	1.1
Local Other	1,508,130	9.8	2,219,515	12.9	2,094,592	10.4	2,958,095	12.1	2,758,890	10.0
Federal	908,463	5.9	348,515	2.0	356,248	1.8	607,662	2.5	273,018	1.0
Total Revenue	**15,465,083**	**100.0**	**17,231,523**	**100.0**	**20,211,259**	**100.0**	**24,360,886**	**100.0**	**27,473,145**	**100.0**
Beg. Fund Balance w/ adj.	2,090,462		1,208,523		1,841,711		3,665,753		4,185,910	
Total Rev & Beg. Fund Balance	17,555,545		18,440,046		22,052,970		28,026,639		31,659,055	

Definition of Measure: This measure shows General Fund revenues by source.

Uses of Measure: This measure shows the sources of funding for the education and training of students attending College of the Canyons.

Analysis: In Fiscal Year 1998-99, state general apportionment was the largest single source of revenue, comprising 44.9 percent of all General Fund revenues, followed by local property taxes at 25.7 percent.

Planning Impact: In FY 95-96, revenue from state general apportionment surpassed local property taxes as the largest single source of revenue for the district. Revenue from local property taxes, while increasing from $5.4 to $7.0 million from FY 94-95 to FY 98-99, has continued to decrease as a percentage of total revenue for the college and in FY 98-99 is expected to account for about one-quarter of total revenue. State general apportionment is expected to increase from $4.9 million in FY 94-95 to $12.3 million in FY 98-99. The additional $7.4 million represents a 148.2 percent increase. Revenue from state general apportionment is based upon student attendance.

Source: Santa Clarita Community College District Adopted Budget, 1998-99

Unrestricted General Fund Expenditures for Fiscal Years 1994-95 to 1998-99

Expenditures	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98		Fiscal Year 1998-99	
	Actual $	%	Actual $	%	Actual $	%	Actual $	%	Adopted $	%
1. Salaries										
Instruction	4,413,106	29.8	4,605,147	30.7	5,136,026	31.6	6,361,390	30.4	7,525,858	31.2
Non-Instruction	1,353,468	9.2	1,412,860	9.4	1,614,210	9.9	1,891,008	9.0	2,261,205	9.4
Classified	3,206,563	21.7	3,359,277	22.4	3,704,405	22.8	4,382,811	21.0	5,346,157	22.2
Total Salaries	**8,973,137**	**60.7**	**9,377,284**	**62.6**	**10,454,641**	**64.4**	**12,635,209**	**60.4**	**15,133,220**	**62.7**
2. Fringe Benefits	1,891,850	12.8	1,953,626	13.0	1,999,934	12.3	2,218,425	10.6	2,448,975	10.2
3. Supplies	375,987	2.5	319,312	2.1	430,464	2.7	629,969	3.0	683,076	2.8
4. Consultants, Travel, Insur., Utilities Rent	2,066,457	14.0	2,120,779	14.1	2,162,998	13.3	2,609,607	12.5	3,078,812	12.8
5. Equipment/ Capital Improve.	1,119,069	7.6	805,242	5.4	282,016	1.7	1,080,615	5.2	664,735	2.8
6. Debt Retirement	0	0.0	33,180	0.2	14,081	0.1	0	0.0	211,994	0.9
7. Transfers	359,528	2.4	382,077	2.5	898,062	5.5	1,734,738	8.3	940,638	3.9
8. Contingencies	0	0.0	0	0.0	0	0.0	0	0.0	966,255	4.0
Total	***14,786,028***	***100.0***	***14,991,500***	***100.0***	***16,242,196***	***100.0***	***20,908,563***	***100.0***	***24,127,705***	***100.0***

Definition of Measure: This measure shows Unrestricted General Fund expenditures by type of expenditure.

Uses of Measure: This measure shows on what the college spends its unrestricted funds.

Analysis: In fiscal year 1998-99, "instructional salaries" was the largest single type of expenditure, comprising 31.2 percent of all Unrestricted General Fund expenditures, followed by classified salaries at 22.2 percent. Expenditures for fringe benefits, while increasing from $1.9 to $2.5 million from FY 94-95 to FY 98-99, has decreased as a percentage of total unrestricted expenditures from 12.8 percent to 10.2 percent.

Planning Impact: Unrestricted General Fund expenditures are expected to grow from $14.8 to $24.1 million from FY 94-95 to FY 98-99, a 63.2 percent increase. The greatest increase is evident in expenditures for instructional salaries, an addition of $3.1 million, or a 70.5 percent increase. This is closely followed by the additional $2.1 million to be expended for classified salaries, an increase of 66.7 percent over FY 94-95.

Source: Santa Clarita Community College District Adopted Budget, 1998-99.

College of the Canyons
Office of Institutional Development
Institutional Effectiveness Report

Reserve Level as a Percentage of General Fund Expenditures: Fiscal Years 1994-95 to 1998-99

	Fiscal Year 1994-95	Fiscal Year 1995-96	Fiscal Year 1996-97	Fiscal Year 1997-98	Fiscal Year 1998-99
General Fund Revenue	17,555,545	18,440,046	22,052,970	28,026,639	31,659,055
General Fund Expenditures	16,215,594	16,804,756	18,488,033	23,840,729	27,637,632
Net-ending Balance	1,339,951	1,635,290	3,564,937	4,185,910	4,021,423
Percent of Gen'l Fund Expenditures	**8.26%**	**9.73%**	**19.28%**	**17.56%**	**14.55%**

Definition of Measure: This measure shows the year-end level of reserves held by the college district. Reserves are defined as the fiscal year net-ending balance of General Fund revenues less General Fund expenditures. Level of reserves is computed as the percent that net ending balance is of General Fund expenditures.

Uses of Measure: The level of reserves is an indicator of a district's ability to deal with unexpected economic contingencies. The Chancellor's Office Fiscal Accountability Unit considers districts with less than a three percent reserve level to be at risk.

Analysis: The fiscal health of the district increased markedly in FY 96-97, with a reserve level of 19.28 percent. The reserve level for FY 97-98 remained high and the level for FY 98-99 is projected to be nearly 15 percent.

Planning Impact: The year-end level of reserves increased by $2.7 million from $1.3 million in FY 94-95 to $4.0 million in FY 98-99, a 200 percent increase. In a time when the district's General Fund revenues increased by over 80 percent, from $17.6 to $31.7 million, the college prudently grew its reserves.

Source: Santa Clarita Community College District Adopted Budget, 1998-99

Salaries and Benefits as Percentage of Total Unrestricted General Fund Expenditures: Fiscal Years 1994-95 to 1998-99

Expenditures	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98		Fiscal Year 1998-99	
	Actual $	%	Actual $	%	Actual $	%	Actual $	%	Adopted $	%
1. Salaries										
Instruction	4,413,106		4,605,147		5,136,026		6,361,390		7,525,858	
Non-Instruction	1,353,468		1,412,860		1,614,210		1,891,008		2,261,205	
Classified	3,206,563		3,359,277		3,704,405		4,382,811		5,346,157	
2. Fringe Benefits	1,891,850		1,953,626		1,999,934		2,218,425		2,448,975	
Total Salaries and Benefits	**10,864,987**	**73.5**	**11,330,910**	**75.6**	**12,454,575**	**76.7**	**14,853,634**	**71.0**	**17,582,195**	**72.9**
Total Expenditures	14,786,028		14,991,500		16,242,196		20,908,563		24,127,705	

Definition of Measure: This measure shows Unrestricted General Fund expenditures for salaries and fringe benefits.

Uses of Measure: This measures shows what proportion of unrestricted funds are expended for salaries and benefits.

Analysis: In Fiscal Year 1996-97, salaries and benefits accounted for 76.7 percent of Unrestricted General Fund expenditures. Since then, the proportion of Unrestricted General Funds expended for salaries and fringe benefits decreased to 71.0 percent in FY 97-98 and is expected to increase slightly to 72.9 percent in FY 98-99.

Planning Impact: In FY 92-93 the college expended 80.0 percent of its $13.5 million Unrestricted General Fund for salaries and fringe benefits. Four out of every five dollars were spent to pay the salaries of employees. Operational funds for supplies, equipment, and capital improvements were in short supply. Limited operational funds made it difficult for academic and support programs to fully serve the students enrolled. As the college continues its rapid growth, it will want to continue to monitor this measure.

Source: Santa Clarita Community College District Adopted Budget, 1998-99